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ABSTRACT

Design education includes those projects or activities where children are actively engaged in a process of making and doing with architecture, landscape architecture, urban design, and/or city planning as a context for the learning activity. The goal of such experiences is to sensitize children to their surroundings and better inform them about the process of design that ultimately affects the physical, social, and economic conditions of their community. This directory lists selected design education projects that have been grouped into the following categories: (1) teacher generated/teacher taught (11 projects); (2) teacher initiated/designer or design educator taught (28 projects); (3) curriculum through teacher/designer collaboration (22 projects); (4) community as classroom (15 projects); (5) teacher-training workshops (9 projects); (6) summer programs (4 projects); and (7) public information (17 projects). Each category is subdivided into Massachusetts and national projects, and brief descriptions are given of all projects. Following the project descriptions is a 32-page resource list of individuals and organizations able to offer technical assistance, program methodology, and materials to educators. These are arranged in the following categories: (1) heritage education organizations, (2) clearinghouses, (3) professional associations, (4) community organizations, (5) higher education institutions, (6) foundations, (7) design education consultants, (8) publications, and (9) educational resources. A 48-item bibliography is included. (JB)

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A GUIDEBOOK TO SELECTED PROJECTS IN DESIGN EDUCATION

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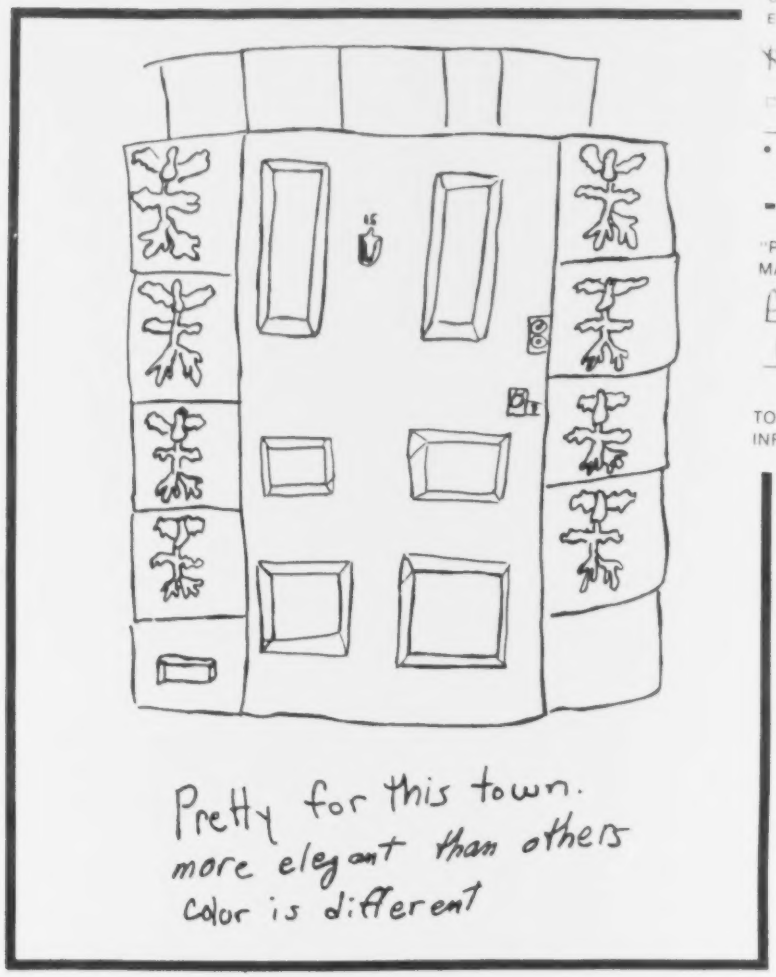

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A GUIDEBOOK TO SELECTED PROJECTS IN DESIGN EDUCATION

Written by Denise A. Bell
and Elijuh Mirochnik
Design Education consultants

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Foreword

This *Guidebook* is a directory of design education projects selected from a statewide and national survey. These projects have been selected to offer a representative sampling of different classroom activities and have been grouped into categories for quick reference. Teachers, community groups, other educators, and designers are encouraged to use this directory as a guide for understanding the types of projects that could take place for children in their own community. "Design education" has been defined, for the purposes of this *Guidebook*, as those projects or activities where children are actively engaged in a process of making and doing with architecture, landscape architecture, urban design, and/or city planning as a context for the learning activity. The goal of such experiences is to sensitize children to their surroundings and better inform them about the process of design that ultimately affects the physical, social and economic conditions of their community.

The programs listed were reported in 1988 to researchers working on this project for the Massachusetts Council on the Arts and Humanities. Information about each project or activity appears as reported by the person contacted. Project examples have been edited for brevity and consistency.

The Design and Development Department of the Massachusetts Council on the Arts and Humanities is gathering a resource collection of design education curricula and information. We would like to add any such materials you might have to the collection. You are welcome to make use of whatever resources we have. Contact the Council via mail or phone at this address:

Design and Development Department
c/o Massachusetts Council on the Arts and Humanities
80 Boylston Street; 10th Floor
Boston, MA 02116

(617) 727-3668

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INTRODUCTION

WHAT IS DESIGN EDUCATION?

Design is an approach to problem-solving which integrates aspects of form, function, aesthetics, economics and the social context of a place. In constructing the buildings, landscapes, bridges, roads and articles we use in everyday life, we must first be sure that they will work -- and delight!

Design education crosses many curriculum areas -- mathematics, science, social studies, literature, geography, history, and art -- in a way which introduces students to understanding those subjects through form and function.

- Consider a unit of study on local history where the student learns about the school neighborhood through an analysis of architectural style. The student is learning that history can be understood through house style.

- Consider building your design education unit into existing curriculum. For example, a school in Stockbridge, Massachusetts, is working with architects in the classroom who are restoring a historic bridge in the town. The architects and preservationists will be relating their work to math and physics classes in the context of bridge design.

- Or, consider the class that presents a plan for a new playground which incorporates equipment for the younger and older students. These students have considered how a "design" for a playground must consider function.

When community participation is included as a component to the project, the dimension of learning about the structure of the community -- its government, tradition, cultural composition, and leadership -- is added.

Design education introduces a collaborative process in the classroom complete with the stimulation of critical thinking skills; problem-solving activities; and decision-making skills. Activities often center around planning, creating, inventing, making, doing, reflecting, and generating new ideas. Students may gain practical skills in understanding two- and three-dimensional form through perspective drawing and model-building, and they may learn less tangible skills such as the appreciation and understanding of how a building is built and how a community evolves and is planned.

WHO WE ARE

Here, in the Commonwealth, thousands of design decisions are made every day. These are decisions which result in a wide range of changes in our environment. Whether it's the selection of a color for a park bench or the analysis of how the addition of a skyscraper impacts the urban fabric, design decisions affect all of us. Providing children with the skills they need to understand how our environment is shaped through design is a critical step toward assuring that the designs for the future are of the highest possible quality. Today's children are tomorrow's design decision-makers. Decision-making which results in a better understanding of how design affects the quality of our environment is an important skill that teachers can provide their students.

The Design and Development Department of the Massachusetts Council on the Arts and Humanities works to advance the quality of design of the built environment in the Commonwealth. "Design," as defined by the Deparment, includes projects having to do with architecture, landscape architecture, urban design, engineering, and public improvements. The Department works in cooperation with the state agencies responsible for development and finance, cities and towns, professional design associations, and citizens across the state. Projects initiated by the Design and Development Department include: the Governor's Design Awards Program, Bridge Design Conference, Community Design Assistance Program, Rural Design Assistance Program, and Design Workshops for State Agency Directors resulting in agency design policies.

Educators, like yourself, are key in planning and developing projects which could bring design education into the classroom. Design education activities help students to develop critical thinking skills, sociability through collaboration, self-discipline, and the ability to create. Projects, carefully planned and implemented, can increase opportunities for students to understand different cultures and to find other ways of communicating their ideas, feelings, values, and identities.

The project summaries in this *Guidebook* are examples of the types of design education projects other educators here in the Commonwealth and across the nation have developed. **You** may plan projects similar to those described in the *Guidebook*, or you may find that the project descriptions inspire you to create your own design education projects which respond to the needs of your students. The Massachusetts Council on the Arts and Humanities is interested in funding design education projects which will further the goal of enriching the design decision-making ability of children who, as adults, can make caring and knowledgeable decisions about the shape and growth of their community.

WHO SHOULD DEVELOP A PROJECT?

You. Anyone can design and implement a design education project in the classroom. All you need is an idea, the interest, and the enthusiasm. There is no simple formula for the development of a project for your classroom. Each group of students, school and community is unique. For that reason, each project is unique. The benefits lay in the student's understanding that design is a different way of "seeing" those places and things in every day life. The benefit for you, as teacher, is that design education is a way of enhancing curriculum.

LET'S GET A PROJECT STARTED OR, STARTING A DESIGN EDUCATION PROJECT IN YOUR CLASSROOM

Getting a design education project started in your classroom begins with using the *Guidebook* to help you create a curriculum that suits the needs of your class. The following checklist will aid you in understanding the different features possible for a particular project. The **Project Summaries** section in the *Guidebook* will offer ideas, and describe structures for almost every type of project from a lecture to students working with architects at construction sites. A **Resource List** of individuals and organizations offering programming advice and teaching services has been compiled to aid you in the development of a design education project. Sections on Curriculum Kits and Educational Resources offer information about prepared curriculum for your use in the classroom. A **Bibliography**, located in the back of the *Guidebook*, describes books and periodicals which can be used as resources.

LET'S GET A PROJECT STARTED!

✓ **Define Your Student Group**

Consider:

-size of group

-age level

-special needs

✓ Define Your Curriculum

Consider:

- Enhancing existing curriculum. For instance, students build a city as a component to a social studies unit on "community."

- A project independent of curriculum. For instance, students take a local field trip to identify architectural style.

- You're not sure about curriculum, but would like to do something anyway. **Examine the *Guidebook Project Summaries* for good ideas!!**

✓ Decide Who Will Teach the Curriculum

Consider:

- You would like to teach the curriculum, but feel you lack the skills and knowledge necessary. For example, you want the students to build models but you lack model-building skills, or an understanding of three-dimensional form. **Examine the Resource List for people or places to contact!!**

- You would like to introduce children to design but believe there is another teacher at the school better qualified to introduce the subject. **Collaborate. The Guidebook cites numerous collaborations as guides.** Typical teacher collaborations involve social studies/art teachers; social studies/art/science teachers; art/science teachers; art/shop teachers. Or create your own collaboration!

- You want students to understand more about the design profession. What do "design professionals" do? What are the job opportunities in design? What schooling is required? **Check the Resource List for an appropriate contact; examine the project summaries for examples of professionals teaching children.**

- Students are learning about the history of their city. You would like them to understand more about its architectural heritage. **Check the Resource List for available Curriculum Kits in your area to complement curriculum. Check the Bibliography for possible guides.**

✓ Length of Curriculum

Consider:

- **What resources are available**. Will this program be school-funded? Will this program be supported through a granting agency? Perhaps the program will be funded through your school's Talented and Gifted Program. Funding will often decide your program's length.

- **Curriculum length varies.** Projects may take place anywhere from 1 - 3 days or 1 to 2 weeks to a full semester, or an academic year.

✓ What Will the Students Produce?

Consider:

- As program developer, do you want the students to learn new skills? Knowledge? Build on existing skills?

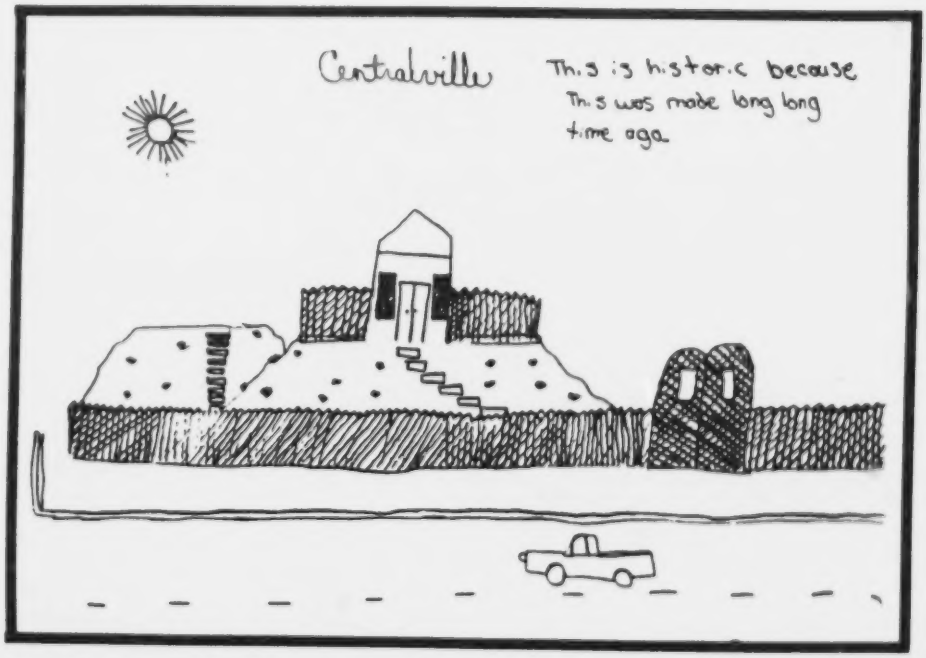
- There is a variety of methods/skills used with students in the design education experience. You decide what is best for your group based upon their level of development and your school budget. Some examples are:

  * walking tours
  * lectures
  * sketching/drawing in perspective
  * model-building
  * measuring and drawing
  * map reading
  * journals
  * drafting
  * landscaping
  * computer skills
  * actual construction projects
  * film strips/slide shows

CONCLUSION

We hope that the *Guidebook* will inspire you to develop a design education project for your school. Join the other teachers across the nation who are bringing design education into the classroom.

TEACHER GENERATED / TEACHER TAUGHT



TEACHER GENERATED/TEACHER TAUGHT

Curriculum Approach

*Teacher develops and teaches curriculum

*Activity enhances existing curriculum

*Activity is part of everyday classroom experience

*Standard classroom materials are utilized

*No special teacher-training is required

Curriculum is developed because of class needs, such as student ability, size of the class, and specific curriculum needs. The teacher takes a class through one or several activities in which an aspect of design is explored. The design activity may be conducted as an element of a class with an established curriculum, such as an art or drafting class, or a newly-developed course devoted specifically to the study of architecture or the other design arts. Activities range from very specific projects like studying the architecture of a local neighborhood to model-building to designing a playground. Skills gained by students can be as simple as "learning to see" as a way of becoming more aware of architectural styles, elements, and their physical surroundings, or as complex as learning to draw a 3-point perspective.

Massachusetts

Barnstable Community Schools
Hyannis, Cotuit, Marstons Mills, MA
Contact: Deborah Barrows, Art Teacher
Grade Level: 1 - 5
Number of Students Involved: 100+

Project: Teachers in this district actively engage their students in design activities. Project examples include: perspective drawing, structures, design principles, house plans drawn on computers, model-building. Students learn about landscape design by preparing a design for an area of the school grounds and then "planting" their design. Students also helped design a playground which was built by the community.

Marks Meadow Elementary School
Amherst, MA
Contact: Mary Melonis, Art Teacher
Grade Level: 6
Number of Students Involved: 18-25

Project: As part of an art class, children learn about architectural styles, 2- and 3-point perspective drawings, and structures. In addition to learning specific skills, children participated in walking tours and house tours.

Boston Latin School
Boston, MA
Contact: Theresa Craddock, Art Teacher
Grade Level: High School
Number of Students Involved: Elective course, number varies

Project: Students are introduced to the elementary principles of design in a specially-developed course called "Architectural Design" co-taught by Theresa Craddock and Diana Ritchie, art teachers. Students solve simple design problems as a way of understanding how design affects everyday life.

Boston Latin Academy
Dorchester, MA
Contact: Vincent Frattasio, Art Teacher
Grade Level: 7 - 12
Number of Students Involved: 100+

Project: A unit of architecture is taught as part of an art class. The unit focuses on the three-decker houses in which the students live. Students study their own houses and build models of them in class. Students also learn about the beauty of architecture and design through such examples as the Old State House, Faneuil Hall, the Bunker Hill Monument and other examples of Boston architecture. Students go on a field trip of "old" Dorchester.

Lawrence High School
Lawrence, MA
Contact: David Meehan, Art History Teacher
Grade Level: 9 - 12
Number of Students Involved: 45+

Project: The students participate in walking tours of Lawrence -- the central mill area, the commons area, and the central business district. Students research the site and buildings and then prepare drawings of buildings. Students are also acquainted with the various career possibilities associated with city development. The program goal is to foster an appreciation for the City of Lawrence through its architectural history. A booklet, *"Walking Tour of Lawrence, MA: Canal and Dam Area"*, which illustrates buildings and architecture as well as having historical text, was published for use in other classes. A similar booklet, *"Around and Through Lawrence Common"*, is also being produced by the students.

E. N. Rogers Elementary School
Lowell, MA
Contact: Anne Baldwin
Grade Level: 6
Number of Students Involved: 100

Project: Space as a Design Element. This specially-developed curriculum introduced students to the history of the City of Lowell; how history shapes architecture through use and need; and issues of space and scale. A separate curriculum taught the children about landscape design through the design of an outdoor sculpture for the school grounds. The goal of this project was to teach children about how the environment can change through design.

Lowell High School
Lowell, MA
Contact: Jackie O'Hare
Grade Level: 9 - 12
Number of Students Involved: 20 per year

Project: As part of a local history course, students view the architecture of the City of Lowell and select and research the architectural history of six or seven buildings. Students are required to sketch and/or photograph, give a brief history of different architectural styles in the city, and identify those elements of architecture they find interesting. Students also trace the City of Lowell's development by viewing historic photographs.

Taconic High School
Pittsfield, MA
Contact: Morris Bennett
Grade Level: 9 - 12
Number of Students Involved: Varies

Project: Introduction to Architecture course. A half-year course which introduces students to the basic history of American architecture from early times to contemporary architecture. The course emphasizes design through the studio experience as well as through architectural discovery.

Doherty Memorial High School
Worcester, MA
Contact: Janice Corazzini, Art Teacher
Grade Level: 9 - 12
Number of Students Involved: Varies

Project: Students participate in an architecture unit of a drawing class. Old and new architecture is examined through the use of filmstrips, art history and trips into the community. Students are taught perspective and are required to design their own building. Students study examples of Worcester architecture -- Mechanics Hall, Courthouse, and various Greek Revival buildings.

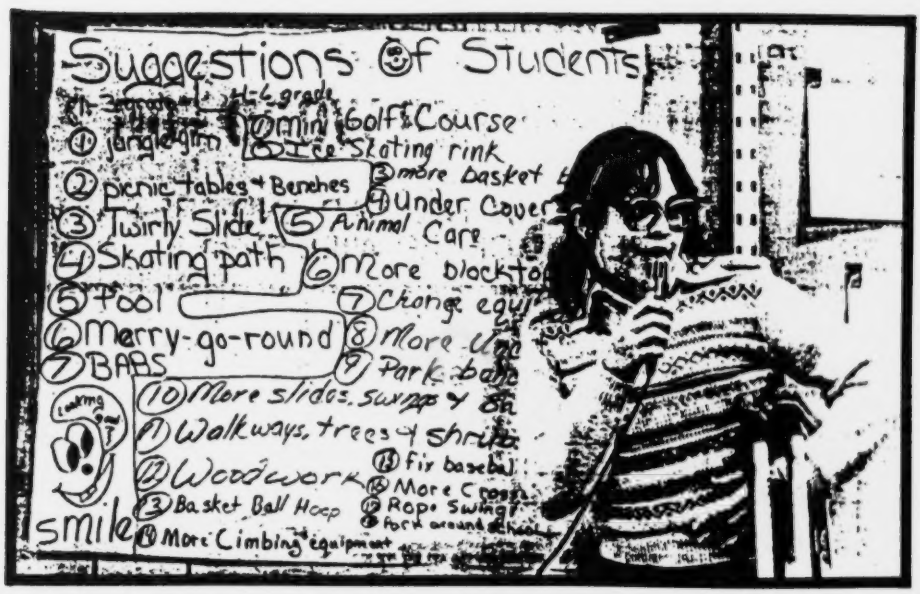
Burncoat Middle School
Worcester, MA
Contact: Mr. Hovespian, Art Teacher
Grade Level: 7, 8
Number of Students Involved: 50+

Project: Students study architecture as a part of an art class. Examples of architectural styles found in the United States today and their European sources are examined. Students then look at houses in the Burncoat Street area neighborhood and identify early examples of residential architecture to modern style. Students prepare floor plans; stress test floors and slabs; build models and bas reliefs from cardboard, clay and foam-core; and work in 2- and 3-dimensional forms.

Devotion School
Brookline, MA
Contact: Helen McIntosh, Retired Teacher
Edward Devotion House
Brookline, MA
Grade Level: 4, 8
Number of Students Involved: Numerous

Project: Ms. McIntosh has developed and taught numerous architecturally- related projects for children during her teaching career. She was the recent recipient of the Caverly Award in Architecture for Children. Examples of her projects include: a tour of Brookline for children which resulted in a book written and illustrated by the children and published by the town; a 4th grade project comparing cities (Boston/Washington, DC) through a writing project which will result in a book; a program called *What's In A Kitchen?* which explores historic and present uses of kitchen spaces and compares the kitchen to other areas in the home; a study of politics in town planning for 8th grade students.

TEACHER-INITIATED / DESIGNER or DESIGN EDUCATOR-TAUGHT



TEACHER INITIATED/DESIGNER-DESIGN EDUCATOR TAUGHT

Curriculum Approach

*Teacher asks professional designer or design educator to teach specific information

*Activity expands existing curriculum

*Special training is required to introduce new information and/or skill

*May require special materials and/or field trips

A designer or design educator is asked by the teacher to conduct activities as a complement to existing curriculum. The primary intention of the program is to involve children in a design activity that increases their awareness of design and design issues. Students may be taught a new skill by a designer or design educator in the classroom, or at a particular place in the community, such as an art museum or institution of higher education. The classroom teacher is generally not involved in the development or implementation of the activities. Design activities are taught by the designer or design educator with the classroom teacher as an observer, or assistant. Activities are not intended to integrate fully into the curriculum. Rather, they are developed as an adjunct to a specific curriculum, most often a social studies or local history unit. Activities may take place during one day, or for a longer duration, typically up to one month.

Massachusetts

Burncoat Middle School
Worcester, MA
Contact: Steven Breen
Mr. Hovsepian, Art Teachers
Grade Level: 7, 8
Number of Students Involved: 100+

Project: Classes on the architecture of the City of Worcester are offered yearly at this school. Students may also participate in special projects as part of an art class. Examples of such projects include: designing a mural for the school with a local mural designer; listening to speakers from local architectural office on career opportunities in design.

Burncoat Middle School
Worcester, MA
Contact: Mr. Hovsepian, Art Teacher
Grade Level: 7
Number of Students Involved: 50

Project: Through a partnership with the Worcester City Mechanics Association, this program was developed for 7th graders to introduce them to the architecture of the school neighborhood and the three largest halls in Worcester -- Mechanics Hall, the Centrum, and the Memorial Auditorium. Students learn an appreciation of how architecture reflects the culture of the time in which it was created.

Copley Square High School
Boston, MA
Contact: Janice Houlihan
Grade Level: 9 - 12
Number of Students Involved: 8 - 15/mini-semester

Project: "T" Project - Windows and Doors. Students participated in a renovation project for the Massachusetts Bay Transportation Authority (MBTA - "T"). Working with a mural designer, the students learned about the use of public art by visiting a "T" station; measured it for a mural; decided what the mural should depict; and prepared a rough draft of their ideas.

Elm Park Elementary School
Worcester, MA
Contact: Sheila Tetler
Worcester Art Museum
Grade Level: K - 6
Number of Students Involved: 300 - 400+

Project: Through this partnership program between Elm Park Elementary School and the Worcester Art Museum, students are introduced to architectural style and urban planning issues through specially-developed lesson plans. Students view film strips of specific buildings and architectural elements and then are taken on-site to examine them.

Weymouth Public Schools
Gifted and Talented Program
Weymouth, MA
Contact: Jane Cuoco/John Dowling
Grade Level: 5, 6, 7, 8
Number of Students: 120+ (2-year program)

Project: Architectural Perspectives. A two-year program developed in conjunction with the Boston Architectural Center. Students were introduced to drawing, basic design principles, landscape architecture and urban planning, Computer-Aided Drafting and Design (CADD), model-building, public art, interior design, architecture, and tours of the Commons and Bay Village areas of Boston. The majority of the classes took place at the Boston Architectural Center in Boston and was taught by design professionals. Students engaged in problem-solving activities; mapping exercises; perspective drawing; and model-building exercises.

Worcester Public Schools
Primary PEAK Program - Gifted and Talented Program
Contact: Sandra Gibson-Quigley, Education Director
Worcester Heritage Preservation Society
Grade Level: 2 - 12
Number of Students Involved: Numerous

Project: This is a partnership program between the Worcester Public Schools and the Worcester Heritage Preservation Society. Students learn to look at various elements of buildings and identify their similarities and differences. Some basic architectural vocabulary is introduced. Tours of Worcester Commons and the Salisbury Trail are part of this ongoing program.

Worcester Public Schools
Contact: Sandra Gibson Quigley, Education Director
Worcester Heritage Preservation Society
Grade Level: 5, 6
Number of Students Involved: Numerous

Project: This is a partnership project between the Worcester Public Schools, the Worcester Heritage Preservation Society, and Old Sturbridge Village. A program was jointly developed by representatives of these organizations to study the history of Worcester through its parks, commons, and neighborhoods. Students are introduced to the city's history through viewing filmstrips, learning architectural vocabulary, and participating in field trips.

Worcester Public Schools:
Canterbury St., Freeland St., Gates Lane, Midland St., Millbury St., Nelson Place, Quinsigamond, Union Hill, Woodland St, Wawecus Rd.
Contact: Sandra Gibson Quigley, Education Director
Worcester Heritage Preservation Society
Grade Level: 4, 5
Number of Students Involved: Numerous

Project: This partnership project is between the Worcester Public Schools and the Worcester Heritage Preservation Society. A representative from The Preservation Society meets with students three times during this program which uses neighborhood discovery tours, in-class slide presentations focusing on an aspect of Worcester's architectural history, and bus tours of the city. Architectural curriculum kits are available on loan to the art teacher of each class to introduce architectural concepts to the students.

Boston Public Schools:
Agassiz School, Jamaica Plain; Blackstone School, the South End; Conley School, Roslindale; Trotter School, Grove Hall; Quincy School, Chinatown
Contact: Joyce Stevens
Historic Neighborhoods Foundation
Grade Level: 3, 5
Number of Students Involved: 400 per year

Project: In Search of Grandmother's House. An intergenerational program designed to enable children to step back 50 years. Grandparents give children a feel for buildings/places that were important to them growing up in the school neighborhood 50 years ago. Program focuses on underappreciated neighborhood landmarks found in children's own neighborhoods.

Boston Public Schools
Boston, MA
Contact: Joyce Stevens
Historic Neighborhoods Foundation
Grade Level: All ages
Number of Students Involved: 10,000 per year

Project: Make Way For Ducklings. Based on the chil[illegible]en's book of the same name, this program introduces people of all ages to basic concepts of history and architecture via a look at Boston's Beacon Hill. A similar program, **Dragon Hunt of Chinatown,** considers the architectural and cultural heritage of the Chinatown area of Boston.

Boston Public Schools
Boston, MA
Contact: Joyce Stevens
Historic Neighborhoods Foundation
Grade Level: 5
Number of Students Involved: 200+

Project: This program centers on a book, *Maria's House,* about an urban child who is ashamed to draw her house for a Saturday morning art class at a museum. Students in the program draw pictures of their neighborhood and visit the Museum of Fine Arts, the Isabella Gardner Museum, or the Athenaeum.

Boston Public Schools
Boston, MA
Contact: Joyce Stevens
Historic Neighborhoods Foundation
Grade Level: 5, 6, 7
Number of Students Involved: 80/year

Project: Children from different neighborhoods come together to gain an understanding of each other's neighborhood. Children visit each other's school and explore each other's neighborhood to gain an understanding of differences in culture, architecture, and the physical and social environment of different parts of a city.

Boston By Foot
Contact: Earl Flansburgh, AIA
Earl Flansburgh Associates
Grade Level: All ages
Number of Students Involved: Numerous

Project: Elementary school children view an architectural slide presentation on the buildings and space of Colonial Boston. The slide show may be used independently, or it can be combined with a walking tour of downtown Boston with a trained volunteer.

Massachusetts College of Art
Boston, MA
Contact: O.F. Esuruoso, Instructor
Design Department
Grade Level: 9 - 12
Number of Students Involved: 400

Project: A series of design workshops was developed for minority youth at Boston English School and Place Runaway House, Inc. in Boston. The workshops are geared to high school level students and teach design as a problem-solving process. Exercises range from designing a greeting card, a piece of furniture, a house, and a small urban community to designing a city of the future. In April 1988, students met and collaborated with visiting Soviet artists and youth on a series of artistic and cultural events. Subsequently, students designed a space station and a colony on Mars in concert with their Soviet counterparts .

<u>National</u>

Broward County Chapter, AIA
Broward County Schools
Fort Lauderdale, FL
Contact: Craig Kenyon, AIA
Grade Level: K - community college
Number of Students Involved: 3,000

Project: Students participate in an annual program in which students of all grade levels solve various design problems of a specific facility. Resource people make classroom visits to discuss art, architecture and interior design with the students.

Community School District 6
Harlem
New York, NY

Contact: **Moji Baratloo**
Balch Baratloo Architects
Grade Level: 4-7
Number of Students Involved: 100+

Project: In a project funded by the New York Foundation for the Arts, an architectural curriculum developed by Ms. Baratloo is available to schools throughout the state through a matching grant program. Basic principles which include how climate, light, and culture affect design are taught to students in an effort to get students to realize that architecture is an art form that affects how they live. The average length of the curriculum is 120 days.

Manhattan Public Schools
Manhattan, KS
Contact: **Donald Watts**
Kansas State University
College of Architecture and Design
Grade Level: 4, 5, 6
Number of Students Involved: 24

Project: What is An Arch? Teachers and students participate in a program which introduces them to elementary structural principles through demonstrations, role-playing, model-building, case studies, and small group activities.

Built Environment Education Workshop
Community Design Assistance Program
College of Art, Architecture, and Planning
Cornell University
Ithaca, NY
Contact: Tania Werbizky
Grade Level: K - 12
Number of Students Involved: Numerous

Project: Built Environment Education Workshop. Cornell University students in the College of Art, Architecture, and Planning teach public school children about the physical environment in a joint program developed with the Ithaca Public Schools and Cornell University. The objectives are: 1. to heighten the student's awareness of the built environment; 2. to develop an understanding of design and building methods; 3. to understand the role of the professional; 4. to study the structural elements and historical significance of local buildings; 5. to show how public design decisions are made and how students, as future citizens, can participate in improving the quality of their community.

Wolf Hill School
Oceanport, NJ
Contact: Renee Bonin
Grade Level: 4
Number of Students Involved: 12

Project: Students worked with an architect to research and build a model for a future city which was exhibited statewide. Students learned about the numerous economic and social urban design decisions to be considered when planning for a city.

Central New Jersey Chapter, AIA
Contact: Dennis J. Kowal, AIA
Somerville, NJ
Grade Level: 12
Number of Students Involved: 200

Project: All public schools in central New Jersey were invited to participate in a design competition. Projects were researched and designed either in or out of the classroom. Students with non-architectural backgrounds or drawing abilities were encouraged to participate.

Guggenheim Museum
New York, NY
Contact: Gigi Ledkovsky
Grade Level: 6
Number of Students Involved: 200

Project: Resource people (designers and artists) visited classrooms and engaged in various projects such as the design and construction of Urban Totem Poles, site analysis and development of a vacant lot, going on field trips.

Pond Cove Elementary School
Cape Elizabeth, ME
Contact: Susan Terrien
Grade Level: 3
Number of Students Involved: Five 3rd grade classes

Project: As part of a two-month study of the history of Portland, Maine, students participate in specially-developed walking tours in different city neighborhoods. Students are broken into groups and follow an itinerary which identifies the historic nature of the "route" and distinguished architectural features. The study culminated in a three-week investigation into different structures -- tall buildings vs. small; different types of bridges, etc.

Frank Lloyd Wright Home and Studio Foundation
Oak Park, IL
Grade Level: All ages
Number of Students Involved: Numerous

Project: A three-day workshop where 7th and 8th grade students act as working architects in F. L. Wright's 1898 studio. The students build with Froebel blocks; use drafting tools; prepare drawings to scale, and build models. The Foundation also provides Teacher Planning Packets to prepare children for various field trips to study 19th c. architectural styles. Other Foundation activities include: Adventure Tours that explore the famous Oak Park; a speaker program; and Serendipity Saturdays, a program for 4th, 5th, 6th grades where children learn about architecture through walks, making drawings, re-enacting late 19th century games and activities, and going on architectural treasure hunts.

National Building Museum
Washington, DC
Contact: Anna Slafer
Grade Level: 3 - 6
Number of Students Involved: 600+

Project: The tour*Structures: How Buildings Stand Up* provides students with the opportunity to create, construct, and test an arch, a truss-bridge, a suspension-bridge, and a tent for both strength and stability. Students learn about tension, compression and stability through these exercises. In the tour *How Buildings Communicate,* students explore how the purpose of a building can be identified through such physical clues as building materials, color, and ornamentation. The Museum also offers several activity kits: *The History and Use of Nails, How to Date Old Buildings, and Neo-Classical Architecture in Your Neighborhood.*

Inherit New Hampshire
Concord, NH
Contact: John Page
Grade Level: 4
Number of Students Involved: Proposal stage

Project: A proposal has been developed for use in New Hampshire public schools which would integrate architecture into the curriculum. Local architectural examples would illustrate various architectural styles and elements; a slideshow component would be available.

Albany Urban Cultural Park
Albany, New York
Contact: Michele Puleo
Grade Level: Any age
Number of Students Involved: Numerous

Project: A walking tour of ten different Albany neighborhoods was developed to expose students to the varied history of Albany's neighborhoods. City history and development, architectural building style and elements are identified in specially-prepared packets geared toward all ages. The informational packet includes a glossary of architectural terms and illustrations, identification and history of notable Albany buildings, and accompanying worksheets aimed at identifying elements.

Rhode Island Public Schools
Contact: Susan Leath
Providence Preservation Society
Grade Level: 4
Number of Students Involved: 1,000

Project: The Providence Preservation Society offers walking tours by trained volunteers of the downtown Providence and College Hill area and each school neighborhood. A handbook, *The Providence History Mystery,* is available to complement tours and lectures about the City's history. A filmstrip called *New Look at Old Buildings* is also available.

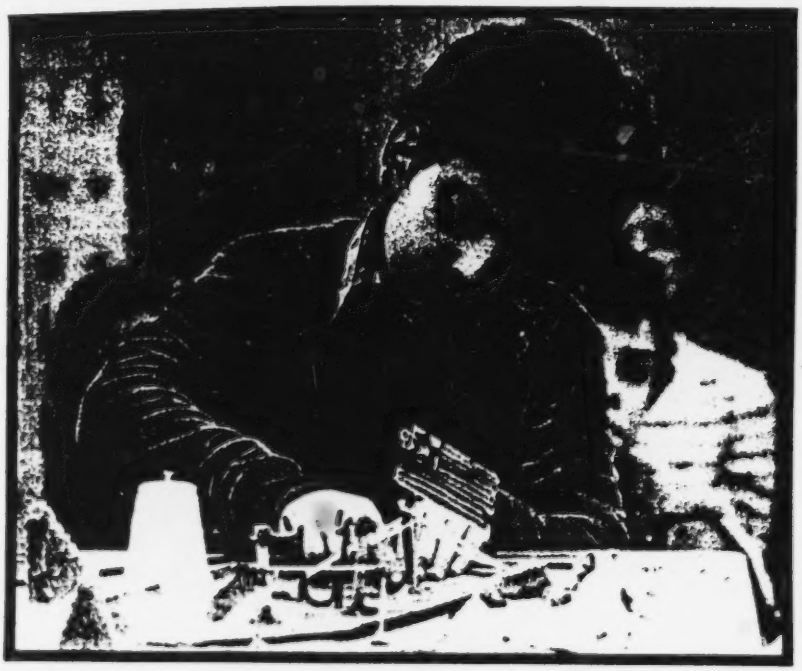
Historic Staunton Foundation
Staunton, VA
Contact: David J. Brown
Grade Level: 4
Number of Students Involved: 300

Project: Four schools participated in a five-day heritage education program which featured an introduction to Victorian architecture. Activities included map work, color work, "designing" a Victorian house, study of old photographs of Victorian buildings, and tours.

Roosevelt Middle School of the Arts
Milwaukee, WS
Contact: Gerri McNamara
Grade Level: 5, 6, 7, 8
Number of Students Involved: 527

Project: Architecture: Building the Framework from Louis Sullivan and Frank Lloyd Wright. This program featured an examination of modern architecture. Architects from the local AIA chapter were invited into the classroom to talk about their careers, works from various buildings in progress, local examples of well-known buildings. Architecture is taught in art and art history classes in the 5th grade.

CURRICULUM THROUGH TEACHER / DESIGNER COLLABORATION



CURRICULUM THROUGH TEACHER/DESIGNER COLLABORATION

Curriculum Approach

*Curriculum is developed jointly between teacher and design professional/educator

*New curriculum responds to classroom curriculum goals

*The development of new curriculum requires planning time

*The implementation of the new curriculum may require special materials

Students engage in design activities to help enhance their understanding of the concepts and subjects being learned through the classroom curriculum. The classroom teacher collaborates with a designer or design educator affiliated with a cultural organization to develop activities which complement existing curricula. A critical aspect of this model is that the designer/design educator must know what the teacher's curriculum goals are before creating the activities he or she brings into the classroom. Planning time is usually required so that the designer/design educator and the teacher can meet to define an approach to the creation of appropriate design activities to fit curriculum goals.

Examples of design programs that integrate or enhance curriculum include: a social studies class learning about the history of its city could engage in design activities where its students explore how architectural styles change and evolve through time; or, an art class learning about the use of texture could engage in design activities where students explore how designers use building and landscape materials to create textures in the built environment.

Massachusetts

Bridgewater Public Schools
Williams Elementary School, Hunt Elementary School, McElwain Elementary School
Bridgewater, MA
Contact: Gail Casson
Grade Level: 6
Number of Students Involved: 150

Project: This project introduces students to the ways in which the values of a community are reflected in its architecture as a component to the **social studies** curriculum. Students view slides of their community, and draw and build shoebox houses related to a Roman town, Hopi village, and a passive solar community.

Cambridge Rindge and Latin High School
Pilot School
Cambridge MA
Contact: Carol Chaet
Grade Level: 9 - 12
Number of Students Involved: 15

Project: Architecture and Culture: Discipline and Practice. This project introduces students to the idea that architecture is a reflection of culture. Students study ancient and modern building types through slides; and then measure and build a model of the school building to identify how architecture can be spiritual as well as practical. These concepts integrated with the high school **Western Civilization** class.

Charlestown High School
Charlestown, MA
Contact: Robin Graves, Charlestown High School
Grade Level: 9 - 12
Number of Students Involved: Varies

Project: This project is in partnership with Bunker Hill Community College. The **Design Program** at Charlestown High School offers instruction in the arts, using professional designers/artists as teachers and role models. The purpose of the program is to provide a general education program which emphasizes creativity and problem-solving in a working environment.

St. Nicholas Avenue Community School
Worcester, MA
Contact: Sandra Gibson-Quigley
Worcester Heritage Preservation Society
Carol Perry, Teacher
St. Nicholas Avenue Community School
Grade Level: 5, 6
Number of Students Involved: 100+

Project: St. Nicholas Avenue Community School, in partnership with the Worcester Heritage Preservation Society, developed a curriculum on architecture to dove-tail with a **local history** unit. The year-long curriculum takes place in and out of the school setting. Students view videotapes on architectural styles and take field trips to various parts of the city. Packets have been developed on *Elm Park and the Common* detailing how public spaces relate to architecture; and the *History and Buildings of Main Street,* which describes how the city evolved. Preservation representatives take an active role in working with the children through guided walking tours and explaining terms.

Jamaica Plain High School
Jamaica Plain, MA
Contact: Joyce Stevens
Historic Neighborhoods Foundation
Grade Level: 9, 10, 11
Number of Students Involved: Pilot Project

Project: The **High School Program on Urban Design** will introduce students to career opportunities in the the planning and design, development and construction fields through a first-hand look at the active Boston real estate development industry. Students will review and visit small and large scale projects and meet the people responsible for them. The initial eight week program will take place at Jamaica Plain High School. The program will be offered in an effort to motivate students to stay in school to prepare for a career in the development field. Minority developers, architects, trades people will serve as role models for students. The project will also be offered to Mass PEP and other city youth.

Boston Public Schools
Boston, MA
Contact: Joyce Stevens
Historic Neighborhoods Foundation
Grade Level: 6, 7, 8
Number of Students Involved: 800/year

Project: Just Around the Corner is a curriculum-based program centered around architecture and neighborhood history. **Social studies, language arts, English, and map reading** are some of the school
subjects and skills that will be exercised as children learn about their communities. The program is designed to teach middle school students
about the architecture, geography and social history of their school and home neighborhoods, using slide overviews, architectural treasure hunts, and student projects in art and social studies.

Massachusetts Historical Commission (state agency)
Boston, MA
Contact: Sandra Curro
Grade Level: 9 - 12
Number of Students Involved: 12 schools

Project: The Massachusetts Historical Commission compiled a packet of notable examples of local architecture for use in the classroom to enhance **U.S. History** courses. Teacher-training workshops are sponsored by the Commission which focuses on integrating architectural history into existing curriculum.

National

Center for Environmental Design Education
California Polytechnic University
Pomona, CA
Contact: Doreen Nelson
Grade Level: All grade levels
Numbers of Students Involved: Numerous

Project: The Center fosters interdisciplinary studies within the School of Environmental Design at California Polytechnic University. Resource people work with teachers in program development for schools in the Pomona area across such subject areas as: **art, language arts, math, science,** and **social studies**. Classroom activities focus on small group activities, field trips and investigations, problem-solving activities, case studies, keeping journals, computer work, model-building, construction projects, mapping projects, and experiments.

Sacramento Public Schools
Sacramento, CA
Contact: Aleta Knudtzon
Grade Level: K - 12
Number of Students Involved: 2,000

Project: Built Environment Education Program (BEEP). A curriculum-based program across such disciplines as **art, language arts, math, science, social studies, and physical education** designed and implemented in partnership with schools and the California Council, the American Institute of Architects (AIA). Resource people visit classrooms and work with children on individual projects. They act as partners with teachers in the classroom to develop curriculum and co-teaching activities. Student internships and work/study opportunities are often arranged.

San Francisco Public Schools
Learning Through Education in the Arts Project (LEAP)
San Francisco, CA
Contact: Marie Farrell/Trudy Zimmerman
Grade Level: 5
Number of Students Involved: Varies

Program: Architects-in-School Program. Architects from American Institute of Architects (AIA) member firms assist in classrooms three hours per week for up to eight weeks in a program jointly developed by teachers and the architect. Activities vary depending on classroom curriculum goals.

Hawaii Public Schools
Honolulu, HI
Contact: Glenn Miura
Grade Level: 4, 5, 6
Number of Students Involved: 2,500

Project: Architects-in-the-School Program. Approximately 18 schools participate in an architects-in-the school program in Honolulu which pairs architects and artists with classroom teachers to develop curriculum which can include special classroom activities and/or field trips.

City School District of Albany
Albany, New York
Contact: Ned Pratt
Historic Albany Foundation
Grade Level: 4 - 12
Number of Students Involved: 45+

Project: Through New Eyes. This partnership program is between the Albany Public Schools and the Historic Albany Foundation. Representatives from the Historic Albany Foundation work with school teachers to integrate architectural activities and architectural history into existing curricula. Classroom activities include slide shows, and resource manuals with accompanying field trips.

Western New York Public Schools
Buffalo, NY
Contact: Molly Quackenbush
The Friends of the School of Architecture
and New York
State University of New York, Buffalo
Grade Level: K -12
Number of Students Involved: 25,000+

Project: The Architectural Awareness Project for Buffalo (TAAP).
Over 100 schools participate in TAAP, an urban environmental education program which offers curriculum-based activities which focus on Buffalo's architectural and planning history. Community volunteers are trained to introduce built environment concepts to school children in field trip experiences.

The Dalton School
New York, NY
Contact: Jeanne Heymann
Grade Level: K - 12
Number of Students Involved: 500

Project: Teaching Visual Literacy through the Environmental Arts.
Children are introduced to visual thinking through activities which involve the structural, functional and aesthetic aspects of the built environment and how people interact with their environment. Problem-solving activities are utilized both in the classroom and in the field to integrate design education with **science, math, language arts, social studies,** and **art.**

White Plains Public Schools
White Plains, NY
Contact: Ronald Topping/Joan Sanger
Grade Level: 4, 5, 7
Number of Students Involved: 1,000+

Project: Arts in General Education. This program has an architectural component which features several learning activities for different grade levels. In the **"Architect-in-Math"** program, students in grades 5 and 7 learn basic math skills through architectural exercises. In a "historic architecture" residency, 4th grade students learn about buildings in Westchester built between 1700 and 1800 and which are connected to Sleepy Hollow restorations.

Washington County Education Service District
Washington County Public Schools
Portland, OR
Contact: Marjorie Wintermute
Grade Level: K - 12
Number of Students Involved: 7,000+

Project: Built Environmental Education Program. Programs relate to **Oregon and U.S. History,** site development, structures, model-making and booklet production. Specialized field trip programs which lead to projects shared with the community are available to public school students. Architects make classroom visits and consult on individual class projects. Curriculum workshops for teachers also are a part of this program.

Dauphin County Technical School
Harrisburg, PA
Contact: Lucille Nast
Grade Level: 12
Number of Students Involved: 30+

Project: Words and Structures: Foundations Old and New. Architecture is introduced through **language arts** for seniors via construction, drafting and commercial arts. Students are involved in restoring or remodeling structures in the city of Harrisburg.

Philadelphia School District
Philadelphia, PA
Contact: Rolaine Copeland
Foundation for Architecture
Grade Level: K - 12
Number of Students Involved: 6,500+

Project: Architecture in Education. Approximately 150 schools participate in an extensive architects-in-classroom program in conjunction with the local Chapter of the American Institute of Architects (AIA), the University of Pennsylvania and Temple University. Resource people are placed in the classroom for eight-week sessions to work with the teachers in curriculum development and offer programs to students of all ages and all levels of interest.

Providence Public Schools
Providence, RI
Contact: Johnette Isham
Rhode Island School of Design
Grade Level: 4
Number of Students Involved: 3,000+

Project: The Providence City Spirit Program. The purpose of this program was to discover the history, environment, and architecture of the City of Providence using art as a context for curriculum development. A variety of design-related activities and art forms was integrated into existing **social studies** and **language arts** curricula in 13 different schools. Activities focused on architecture, urban planning, graphic design, painting, drama, poetry, photography and video with artists and designers working directly with students in the classroom.

Dallas Independent School District
Dallas, TX
Contact: Robert Batson/Tom Cox
Grade Level: 9 - 12
Number of Students Involved: 900+

Project: Architecture Cluster. High school students can elect to take a pre-college architecture careers course through the Skyline Career Development Center. Students get an in-depth look into the architectural profession and get a headstart in college coursework.

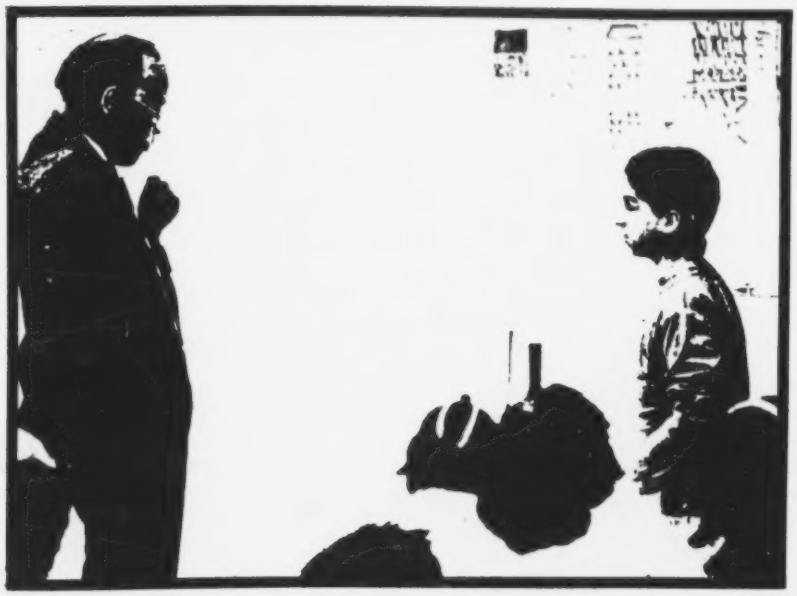
Houston Public Schools
Houston, TX
Contact: Martha Murthree
Grade Level: K - 12
Number of Students Involved: 2,000+

Project: Architecture is Fun. Students participate in design-related activities across such subject areas as: **social studies, math, art, and science** in a four or six-week program in which volunteer architects and teachers work together in the classroom.

Mid-South Humanities Project
Mid-South Region
Contact: Caneta Skelley Hankins
Project Coordinator
Middle Tennessee State University
Grade Level: K - 12
Number of Students Involved: Numerous

Project: This program, which began in 1978, introduces community heritage resources to the classroom and offers materials development advice through teacher-training workshops. Guidance is given to individual teachers, school systems, museums, historic houses, and historic societies. Teachers are given assistance developing and implementing units of study based on the materials and training sessions offered by the Institute. The states included in this project are: Alabama, Arkansas, Georgia, Indiana, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee.

COMMUNITY AS CLASSROOM



COMMUNITY AS CLASSROOM

Curriculum Approach

*Students develop design solutions for specific projects in their community

*Design professionals lead students through design activities

*Students are required to participate in field trips

*Students enhance their awareness of physical surroundings

*Students gain an understanding of the many participants in the design process: design professional, real estate professional, banker, shopkeeper, neighborhood association, planning board member, developer

*Design Education experience is often not a part of existing curriculum

*Often student work is reviewed by design professional and other community members.

Designers are always creating new designs that will ultimately re-shape the fabric of the built environment. Through this experience, "real world" problems are used as the basis for the development of design-related activities. Students engage in developing solutions to the same design problems that professional designers face. The design professional and/or educator selects a specific "real world" problem and develops a series of design activities that result in the student producing a design. The teacher or design educator arranges times when students meet with key

professional design decision-makers who are actively involved in solving the "design problem." The dialogue between student and design decision-makers gives students a face-to-face view of the many players in the design process. These design decision-makers may be: real estate professionals, bankers, city zoning officials, environmental activists and neighborhood organization representatives, as well as design professionals such as architects, landscape architects, urban designers, planners, and civil engineers. Students may be involved in such "real world" projects as: a design for low-income housing for an inner city block; a design for the renewal of a downtown commercial strip; an analysis and design for the best use of an empty lot near their school; a design which must consider historical context; design of a landscape for a school courtyard; developing design ideas for making a neighborhood, commercial area or downtown responsive to children's needs.

<u>Massachusetts</u>

Public Space Partnerships
Harvard University
Kennedy School of Government
Cambridge, MA
Contact: Jean Egar
Tobin School
Roxbury, MA
Grade Level: 3, 6, 7, 8
Number of Students Involved: 26

Project: Partners in Planting New Ideas. This program is designed to give young children of different schools or grades within one school an opportunity to work together cooperatively on a community project. Third graders worked together to beautify their school and neighborhood. Young children planted bulbs and older children, as part of **Teens as Community Resources,** and designed a model playground with a landscape architect.

Brockton High School
Brockton, MA
Contact: Tom Richards
Bill Allen, Art Teachers
Grade Level: 10, 11, 12
Number of Students Involved: 25

Project: In conjunction with the Commonwealth's Percent for Public Art funding program, students submitted proposals for the design of a mural for a public building. The students spent 16 weeks viewing public art in such places as the MBTA's Red Line and developing several proposals. Proposals were discussed and reviewed and the students selected one to build. The project selected was a plexiglass mobile representing a comet. It was built by the students in eight weeks.

Charlestown High School
Charlestown, MA
Contact: Robin Graves
Grade Level: 9 - 12
Number of Students Involved: 75 - 90+

Project: Students meet with representatives of the Boston Redevelopment Authority to learn about city design. Students prepare scale models of different sites: an elementary school, a park, movie theatres, a floating school house, a condominium development, and/or a hypothetical community.

Kids Building Boston
Spaulding and Slye
The Prospect Company
New England Telephone
Contact: Susan Lupica
Boston Compact
Grade Level: 5
Number of Students Involved: 50 (3-year project)

Project: 125 High Street Project. Children are involved with the design and construction of a major building project in Boston. During the design and construction phases of the project, children receive lessons in art, architecture, engineering, demolition, urban planning, and marketing. The school department chose the McKay School of East Boston to participate in the project. The children will be involved with this project for three years.

City Magnet School
Lowell, MA
Contact: Patty Manning, Government Teacher
Grade Level: 5
Number of Students Involved: 50

Project: Lowell 5 Cents Savings Bank. Children met with key local, state and federal players involved with expansion plans for a bank building located across the street from their school. The children learned about designing buildings in an historic district and developed their own "design" for the bank expansion which they presented to the Lowell Historic Board. Participants included: the architect, the Bank's Vice President, a member of the Lowell Historic Preservation Commission (national representative), and a member of the Lowell Historic Board (state agency). The children learned to identify the "Lowell Look," and describe their different neighborhoods.

Patrick J. Kennedy School
East Boston, MA
Contact: Karen Henneberry, Teacher
Grade Level: 5
Number of Students Involved: 26

Project: Massachusetts Avenue Low and Moderate Income Housing Project. Students were asked to "design" a low and moderate income housing project in a Boston city neighborhood. The children were taken to the site to understand such urban design issues as neighborhood context and scale. They presented their ideas about the project to the architect and engaged in a discussion concerning relevant issues.

Hubert Humphrey Occupational Resources Center
Roxbury, MA
Contact: Pamela Worden
UrbanArts
Boston, MA
Grade Level: 9 - 12
Number of Students Involved: 10

Project: The Artist's Lens: A Focus on Relocation. High school students worked closely with a photographer to prepare an exhibit on the documentation of life along the elevated Orange Line and Washington Street Corridor MBTA project from 1897 to 1987 via historic and contemporary photographs which depicted change in the city neighborhoods. Students worked closely with artists and community groups to gather information and learn to take photographs of the area.

Boston Society of Architects
Boston, MA
Contact: Roger Goldstein, Chair, Education Committee
Grade Level: 3 - 8
Number of Students Involved: 1,400

Project: Kids Visions. Students from five Boston schools participated in a program designed to introduce the basic concepts of urban design through art class projects. Specific sites in the participating cities of Boston, Cambridge, Newton, Quincy and Somerville were selected to present "real" and familiar problems. Local architect-volunteers were enlisted to aid children in the development of how real places in their communities could look in the future. The project culminated in a traveling art exhibit and television broadcast.

National

Carrie Busey Elementary School
Champaign, IL
Contact: Doris Jones
Grade Level: 4
Number of Students Involved: 30

Project: Rural to Urban. This project focused on the development of 100 acres of farmland into a shopping center and new housing developments on land surrounding the school. Students studied land use issues, and designed and built a model of the proposed project.

Oklahoma City Public Schools
Oklahoma City, OK
Contact: Marianne Floyd
Grade Level: 6, 7
Number of Students Involved: 6,000+

Projects: Adopt-A-School. In conjunction with the Central Oklahoma Chapter of the AIA, the Chamber of Commerce, and the local Arts Council, students of nine elementary schools participate in varied activities including: designing a learning station in space; an architectural photography contest;
the Capitol Hill Main Street Program; a Sand Castle Contest; ten-week Summer School Program; the Children Designing Playground Summer School Program; and Gifted and Talented Teacher Conventions. Students interact extensively with the community.

LaGuardia High School of Music and the Arts
New York, NY
Contact: Dr. Bryna Eill
Grade Level: 11, 12
Number of Students Involved: 1,540+

Project: Architecture Cooperative. Students take an introductory semester of architecture featuring interdisciplinary activities across art, language arts, math, science, and social studies. They are introduced to CADD, model-making, ergonometrics, and proxemics. Students are then hired as draftspersons and model-makers in major metropolitan architecture firms.

The South Bronx Kids
The Bronx, NY
Contact: Joan Baren
Sag Harbor
Grade Level: All age levels
Number of Students Involved: Numerous

Project: Joan Baren began drawing historic American Architecture to create an awareness of the architectural treasures of the South Bronx. She soon found that many children began drawing in the street along with her. A formal program, **Drawing/Preservation Workshops,** offered to a growing number of neighborhoods, schools and community groups focused on the idea that communities have a past and a future. While learning to draw, participants gained an appreciation for the preservation of architecture. The program has spread to Manhattan, Brooklyn, Long Island, and Key West, Florida.

Toledo Middle School
Toledo, OR
Contact: Gail Tipton
Grade Level: 6, 7, 8
Number of Students Involved: 180

Project: Landscape Architecture. Students created a landscape plan for their central courtyard area and other areas surrounding the school. Working with a design educator, they first analyzed existing climatic conditions and types of appropriate uses for the landscape. A local landscape architect and school district engineer met to discuss design approaches. Students presented their "designs" to the local school board and it resulted in the school district adopting the plan.

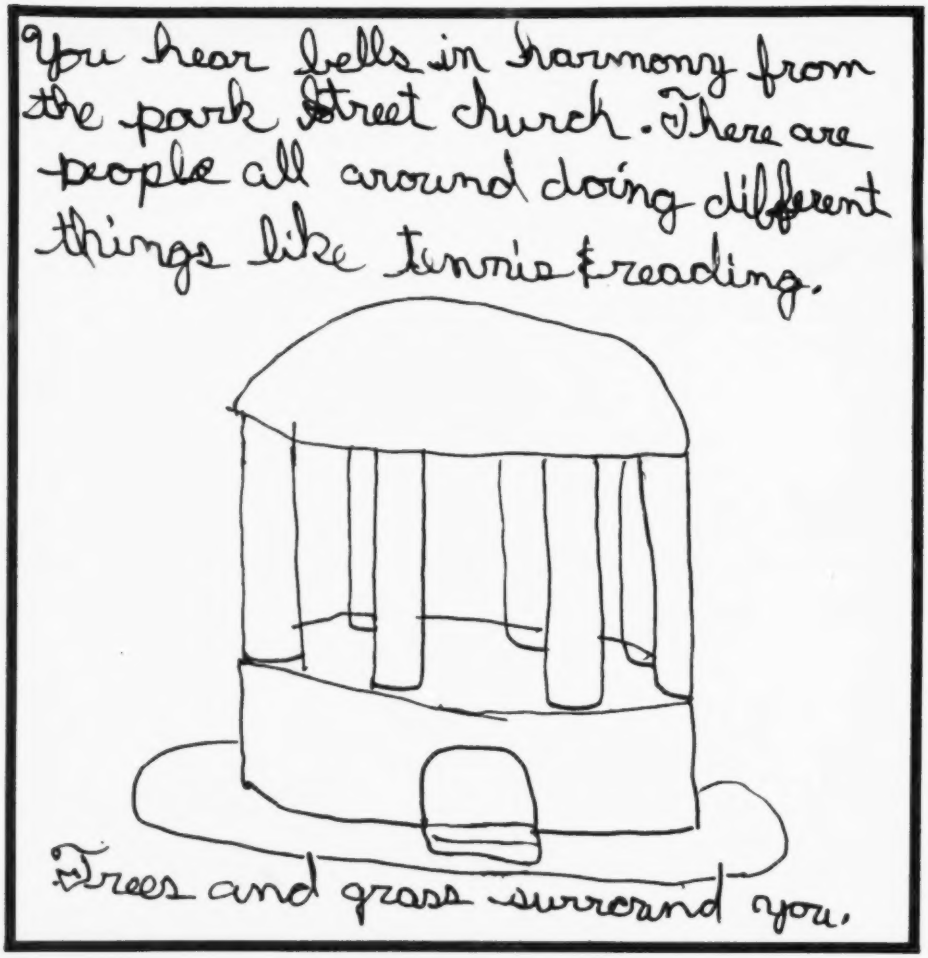
Planning Commissioner's Office
City of Portland, Oregon
Contact: Rod O'Hiser
Grade Level: 1 - 12
Number of Students Involved: 500+

Project: The **KidMapped** project engaged children of all ages in the creation of their own designs that described their visions of the future of their school, neighborhoods, and cities. Through this project, children's ideas were incorporated into Portland's Central City Plan. The Kid-Mapped project linked children with teachers, city planners, and others in the participatory design process. The project culminated in a participatory exhibit attended by over 60,000 people.

Dallas Elementary School
Wilkes-Barre, PA
Contact: Richard Williams, AIA
Grade Level: K - 6
Number of Students Involved: 600

Project: Playground Design Project. Students together with teachers, parents, and administrators worked with a design professional to create a new playground for the school.

TEACHER-TRAINING WORKSHOPS


You hear bells in harmony from the park Street church. There are people all around doing different things like tennis & reading.
Trees and grass surround you.

TEACHER TRAINING WORKSHOPS

Teachers can participate in workshops offered through professional associations or agencies and/or college-level classes to learn how to integrate the design arts into existing curriculum. Through workshops, teachers can share information with other teachers about successful design experiences; learn about the ways in which the resources of the community can be used to enhance classroom design activities; and learn more about how their community can be used as a teaching tool for such subjects as math, social studies, science, and history.

Teachers interested in taking a workshop or class can find out about current offerings in the following ways:

School District In-Service Workshop Lists. Many school districts reserve one or several days during the year for teachers to participate in "in-service" workshops and classes. Often the district's public information or superintendent's office will keep a list of the workshop offerings, and teachers from other schools are able to attend on a space available basis. Teachers interested in finding out about design education workshops should call the district office to obtain information and/or referrals to organizations involved in the development of such workshops.

Professional Development Workshops. School districts often sponsor professional development workshops in conjunction with professional associations. These workshops are usually held after school, or during the summer when school is not in session. A likely place to gain information in a specific area is by calling the local chapter of the American Institute of Architects (AIA).

University courses. Universities with design departments and/or teacher training departments can be contacted for a listing of course offerings, summer institutes, or workshops in design education. Schools of Architecture, Urban Design and Planning, and/or Landscape Architecture also should be contacted.

National

National Building Museum
Washington, DC
Contact: Anna Slafer
Grade Level: 9 - 12
Number of Teachers Involved: Numerous

Project: DesignWise, Part I. High school teachers (biology, art, social studies) and graphic designers and architects collaborate to develop a method for incorporating design education into their curriculum areas. Teachers representing schools in Virginia, Maryland, and Washington, D.C. have participated.

Paideia School
Decatur, GA
Contact: Peter Richards
Grade Level: 4 - 12, adult
Number of Teachers Involved: 400+

Project: Learning from the Commonplace is the theme for the teacher training workshop for elementary school teachers and secondary school teachers of history, English, and social studies. The commonplace refers to: the strip development, roadside architecture, food brands, shopping malls, and the yellow pages. Social and historical questions are viewed from the context of the impact of strip development on the community.

Des Moines Public Schools
Des Moines, IA
Contact: Susan Lewis
Des Moines AIA
Grade Level: K - 12, graduate
Number of Teachers Involved: 100+
Project: Staff Development Classes are offered to teachers for the purpose of creating new learning activities which can be integrated across art, language arts, math, science, and social studies curriculum. Teachers meet weekly with architects to discuss curriculum goals and plan specific curricula.

Educational Concepts Group
Champaign, IL
Contact: Michele Olsen
Grade Level: 4, 5, 6; 7,8
Number of Teachers Involved: 30+

Project: Project Archi-Teacher. An in-service training program is offered to elementary classroom teachers with the purpose of identifying ways to integrate architecture into the classroom.

Missouri Council of Architects
Prairie Village, KS
Contact: Ginny Graves
Grade Level: K - 12
Number of Teachers Involved: 1,700+

Project: Teach the Teachers. Assistance is given by members of the Missouri Council of Architects to schools who want to develop in-service programs, or accredited courses for teachers to integrate architecture into the curriculum.

Minnesota Society of Architects
Shoreview, MN
Contact: Mary Lou Klinkhammer
Grade Level: Graduate
Number of Teachers Involved: 100+

Project: Local architects work with school administrators to design annual workshops for teachers. Workshops focus on ways to integrate architecture into existing curriculum.

University of Minnesota
Minneapolis, MN
Contact: James I. Lammers
Hills, Gilbertson Architects, Inc.
Grade Level: Graduate
Number of Teachers Involved: 30+

Project: Architecture for Educators. The University of Minnesota offers a graduate course offered for credit on learning to teach children about the built environment.

Built Environment Education Workshop
Community Design Assistance Program
College of Art, Architecture, and Planning
Cornell University
Ithaca, NY
Contact: Tania Werbizky
Grade Level: K - 12
Number of Teachers Involved: Numerous

Project: Summer Workshop for Teachers. The workshop is open to teachers of all grades and subject areas who are interested in using the community as a basis for applied learning. No design background or artistic ability is required. Sessions include: architecture, architectural history, landscape architecture, a design project, city planning and neighborhood studies, walking tours. Built Environment Education stresses skills central to all education: observation and investigation, analysis and reasoning, creative thinking and problem-solving, and written and oral communication.

Maine Chapter of the American Institute of Architects
Augusta, ME
Contact: Judith Harvey
Grade Level: K - 12
Number of Teachers Involved: 75 - 100

Project: Forum for Architecture. Teachers were invited from across the state to participate in a day-long session composed of seminars. Topics focused on how to use problem-solving skills as a way to teach not just design and architectural skills, but other disciplines such as math and social studies. Teaching methods for heightening the students' awareness of historic preservation also were offered.

SUMMER PROGRAMS

SUMMER PROGRAMS

High school students can be introduced to architecture and allied design fields through intensive summer programs offered at institutions of higher education or other organizations. An aspect of design or career exploration with accompanying design activities and field trips to professional offices usually characterize the course offerings. Programs typically are considered to be "elective" and not sponsored by a particular elementary or high school.

Massachusetts

Boston Architectural Center
Summer Academy
Boston, MA
Contact: Don Brown
Grade Level: 11, 12
Number of Students Involved: 25/year

Project: The **Summer Academy** program is geared toward career exploration and investigation. Students are presented with a section through the fields of design from industrial and graphic design, to urban design and architecture, and engineering. Students are paired with an alumnus or alumna from the school.

Harvard University
Cambridge, MA
Contact: Jeremiah Eck
Grade Level: High School to adult
Number of Students Involved: 200+

Project: A "Career Discovery" program where students are introduced to the fields of architecture, landscape architecture, urban design and planning, and design. Students are taught by visiting design professionals via workshops, short courses, field trips, internships, and visits to local offices.

National

National Building Museum
Washington, DC
Contact: Anna Slafer
Grade Level: 9 - 12
Number of Students Involved: 40/year

Project: This two-week workshop was led by three British design educators in conjunction with the teachers and designers who participated in the Design Wise project in design education. The purpose of this workshop was to test and develop basic design education principles. Summer workshops may vary in scope and content from year-to-year.

Texas A & M University
College Station, Texas
Contact: David Woodcock
Department of Architecture
Grade Level: 7 - 12
Number of Students Involved: 112

Project: Architecture Unit - Galveston Island Adventure. This two-week intensive, residential program is offered as part of the Gifted and Talented Summer Program at Texas A & M University. Junior high and high school counsellors from Texas, Arkansas, Louisiana, California, and New York recommend students for participation in this program.

PUBLIC INFORMATION

PUBLIC INFORMATION

There are many activities and materials that have been developed with the main goal of reaching as much of the public and as many schoolchildren as possible. The major intent of the projects and/or materials is to create an awareness of the built environment and the process of design.

Massachusetts

Vision, Inc.
Cambridge, MA
Contact: Joyce Meschan
Grade Levels: All age levels
Number of Students Involved: Thousands

Project: StreetSmart. This is one of seven national models from the American Institute of Architects to feature the creation of an audio-visual package designed to help children explore neighborhoods through the arts. Students draw, write poems and compose songs about what they see in their environment. This interdisciplinary program focuses on getting children connected to the streets of the cities where they live.

Children's Museum
Boston, MA
Contact: Signe Hanson
Grade Level: 9 - 15 years old
Number of Students Involved: Numerous (exhibit)

Project: Design of the Times. This interactive exhibit featured the many uses and tools of design in every day life. It is geared toward early adolescents. Main idea: design is approachable! Curriculum kits related to design are also are available for use by teachers.

Boston Preservation Alliance
Boston, MA
Contact: Antonia Pollack
Grade Level: All ages
Number of Students Involved: Proposal stage

Project: A proposal is being drafted for a collaborative project with the Boston Center for the Arts. As part of this proposal, an architectural exhibit would be designed which focuses on the intricacies of restoration. Workshops in artisanry and restoration would be developed and offered to school children.

Worcester Heritage Preservation Society
Worcester, MA
Contact: Sandra Gibson-Quigley, Education Director
Grade Level: 4 - 8
Number of Students Involved: Numerous

Project: Curriculum kits focusing on historic preservation for use in the Worcester Public Schools are available through the Worcester Heritage Preservation Society. Kits include: background information and resources on architecture -- books and vocabulary lists; a teacher's guide with lesson plans and activity sheets; resource materials -- games and puzzles, coloring books, slides; videotape of Worcester's architectural history; and annotated resource list -- bibliography of other materials, field study sites, and Worcester walks.

Historic Massachusetts, Inc.
45 School Street
Boston, MA
Contact: Alan Schwartz, Director

Project: Developing a state-wide Heritage Education Resource Book listing resources which include local preservation organizations, preservation educators, and programs.

Massachusetts Historical Commission (state agency)
Boston, MA
Contact: Sandra Curro
Grade Levels: All ages
Number of Students Involved: Numerous

Project: Offers programs in architectural heritage education to the public.

National

Arkansas Historic Preservation Program
Little Rock, AK
Grade Level: All ages
Number of Students Involved: Numerous

Project: The Historic Preservation Program has developed a collection of curriculum materials with an introduction and list of resources. The material was designed for classroom teachers to help instill in their students an appreciation and understanding for the rich history as it is expressed in the built environment. Three booklets (kits) have been developed: *Learning to Look; Architectural Vocabulary;* and *Be A Detective.*

Alabama Council, AIA
Montgomery, AL
Contact: J. R. Ortega, AIA

Project: Architectural Slidetape Program. Six slidetape programs area available for use across the state: *150 Years of Architecture in Alabama, Alabama Courthouses, Industrial Architecture in Alabama, Railroad Architecture in Alabama, Religious Architecture in Alabama, Tax Act and Historic Renovation in Alabama.*

Kentucky Historical Society
Frankfort, KY
Contact: James Wallace/Susan Hughes

Project: Capitol Ideas. A kit of facsimile documents which illustrates the history and evolution of Kentucky's old and new capitol buildings is available to teachers on loan. The kit contains 19th century letters, newspaper articles, maps, photographs, and drawings, and includes a teacher's guide for use in the classroom complete with activity ideas.

Brick Store Museum
Kennebunkport, ME
Contact: Sara Giffen

Project: Numerous programs concerning the historic nature of the area through architectural walking tours of various neighborhoods or houses are offered through this Museum. Specific programs include: *The Attic of the Community,* a program designed to complement the third grade "community" social studies curriculum by featuring a hands-on museum tour; classroom programs designed to complement local and U.S. history curriculum; and teacher workshops -- *Using Local Sources to Teach History, Archaeology In and Out of the Classroom,* and *Incorporating Architecture into the Curriculum.*

DesignMichigan
Bloomfield Hills, MI
Contact: Jack Williamson, Director

Project: *You Be The Architect:* This videotape program for elementary school children is available on loan to all Michigan public schools. *Problem-Solving and the Man-Made Environment:* a design education workbook/poster learning kit for grades 6, 7, and 8 is also available.

Institute for Environmental Education
School Zone
Albuquerque, NM
Contact: Dr. Anne Taylor
University of New Mexico

Project: Architecture and Children. A travelling curriculum designed to teach basic skills and the subject matter of art, math, science and social studies through the theme of architecture. The curriculum presents core concepts and is sensitive to different regions of the country.

The Architectural League
New York, NY
Contact: Rosalie Genevro (212) 691-0430

Project: Architectural Inquiries, Part II. A three-year comprehensive public education program about architecture and design. The program consists of exhibitions, publications, symposia, lecture series and special events.

Deborah Rosen
New York, NY
Contact: Deborah Rosen
c/o Partnership for Livable Places
Washington, DC

Project: Young Designers Notebook. An introductory workbook intended to educate elementary school children about various design fields, concepts, ideas, history, and problems pertaining to professional designers. The workbook introduces students to basic design problem-solving skills and includes a variety of graphic and product design products, e.g., logos, posters, packages, and furniture.

Staten Island Children's Museum
Staten Island, NY
Contact: Kate Bennett-Mendez

Project: Building Buildings. An interactive museum exhibit geared to children in grades K - 8 with an accompanying ten-week residency program. The exhibit answered such questions as: Where do people build? Who builds? How do buildings speak to us? How do buildings stand? What goes on inside? How do buildings make us comfortable? Exhibit designer: Lee Skolnick, architect, New York. Note: This exhibit has been dismantled.

Explorers Post of the Boy Scouts of America
Toledo, OH
Contact: Dan J. Tabor, AIA
The Collaborative, Inc.

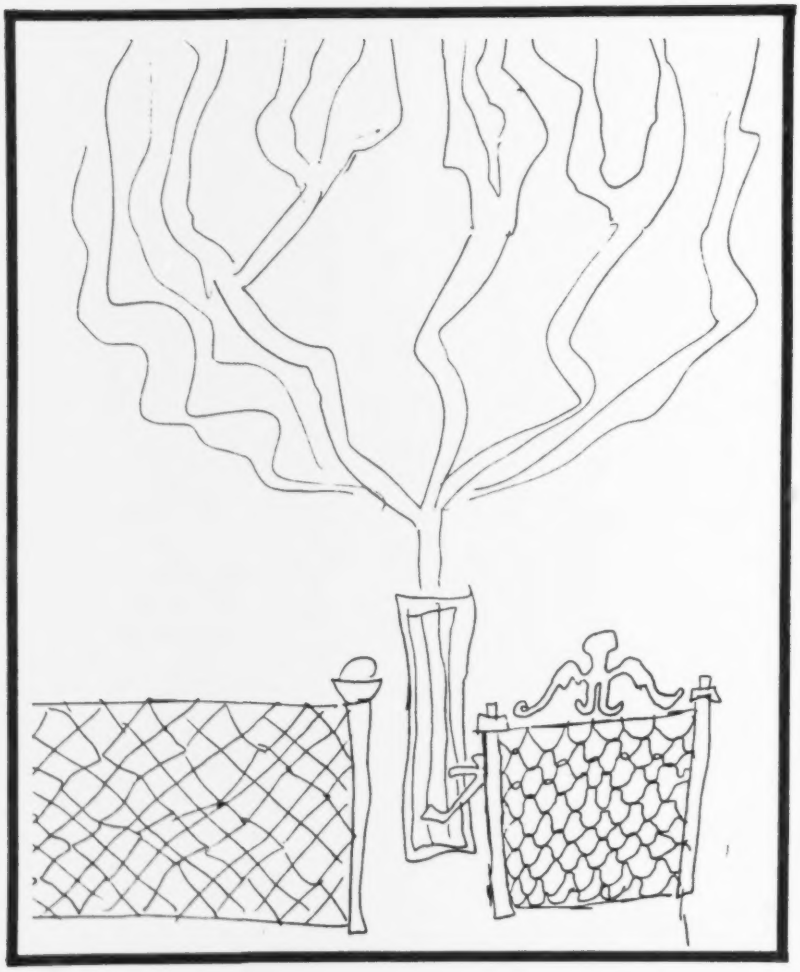
Project: This architectural firm sponsors an architectural explorers post which features visits from community resource people, construction projects, model-building, and drawing exercises. Geared to students in grades 9 - 12.

Allegheny Trails Council
Boy Scouts of America
Pittsburgh, PA
Contact: John Nolan
Westinghouse Building

Project: Architecture Career Exploring Post, #920. Open to students in grades 11 and 12 participating in Boy Scouts activities. Students are given the opportunity to "explore" a career interest in architecture in a year-long program offered through local troups.

Note: Some of the national project examples found in this booklet were provided by Alan Sandler, Director/Education Programs, The American Institute of Architects, Washington, DC. Further national project examples can be examined in **The Sourcebook**, published by Mr. Sandler through The American Institute of Architects.

RESOURCE LIST



Why a Resource List?

Presented here is a resource list of individuals and organizations able to offer technical assistance, program methodology, and materials to educators.

This list may be used by teachers, curriculum specialists, or other educators interested in developing design education programs for children, and who may benefit from assistance in translating program goals into actual classroom activities. The organizations and individuals listed in this *Guidebook* have either direct experience developing design education projects, or can make appropriate referrals. The contacts listed should be used as a starting point for obtaining information relevant to the development of classroom materials. The list is not exhaustive and the organizations and individuals listed herein do not reflect an endorsement by the Massachusetts Council on the Arts and Humanities.

The organizations have been classified in the following categories:

Heritage Education Organizations - provide architectural heritage education programs;

Clearinghouses - offer general information about design education activities locally or nationwide;

General Resources - professional associations in design and/or education which provide information to individuals wishing to initiate design education projects;

Community Organizations - centers which provide educational programs in design education or which collaborate with other organizations to provide design education projects for children;

Higher Educational Institutions - centers located at colleges or universities with an interest in the built environment; and

Foundations - private granting organizations interested in funding projects devoted to community awareness and the built environment through design/art education;

Design Education Consultants - individuals who are conducting workshops for teachers or are teaching design education in public schools locally or nationally.

HERITAGE EDUCATION ORGANIZATIONS

Heritage Education has been defined at a recent Symposium on Heritage Education sponsored by the National Trust for Historic Preservation in Washington, DC as "a particular approach for enriching the study of American history and culture within the framework of an existing curriculum." Organizations offering community-based programs in heritage education are often historic preservation societies and commissions. Below is a list of organizations currently offering heritage education programs. Education coordinators affiliated with these organizations work closely with teachers to develop curriculua or to provide teachers with specially-developed materials to complement exisiting curricula. Examples of curriculum developed by heritage education organizations might include the following: analyzing building styles or historic design features, and interpreting buildings as evidence of culture. Architecture could be integrated into the curriculum of subjects such as studio art, literature, writing, or U.S. history.

An asterisk (*) following the name of an organization denotes that a full description of their programs can be found in the program summary section of the *Guidebook*.

<u>Massachusetts</u>

Boston Preservation Alliance*
Antonia Pollack, Director
45 School St.
Boston, MA 02108
(617) 367-2458

Cambridge Historical Society
W[illegible]n Little, Executive Director
1 [illegible]rattle St.
Cambridge, MA 02138
(617) 547-4252

Cambridge Historical Commission
Nancy Doonan, Asst. Director
57 Inman St.
Cambridge, MA 02139
(617) 498-9040

Historic Neighborhoods Foundation*
Joyce Stevens
Education Coordinator
Two Boylston Street
Boston, MA 02116
(617) 426-1885

Historic Massachusetts, Inc.
Alan Schwartz, Director
45 School Street
Boston, MA
(617) 350-7032

Massachusetts Historical Commission
Sandra Curro
Director of Administration &
Public Information
80 Boylston Street; 3rd Floor
Boston, MA 02116
(617) 727-8470

National Trust for Historic Preservation
Northeast Regional Office
Laurie Nicholas-Rabe, Coordinator
45 School Street, Fourth Floor
(617) 223-7754

Society for the Preservation of New England Antiquities*
Karen Marshall
School Programs Coordinator
141 Cambridge Street
Boston, MA 02114
(617) 227-3956

Somerville Museum
1 Westwood Road
Constance Fuller
Somerville, MA 02143
(617) 666-9810

Worcester Heritage Preservation Society*
Sandra Gibson-Quigley
Director of Education
71 Pleasant Street
Worcester, MA 01609
(617) 754-8760

National

Atlanta Historical Society
George McDonald
3101 Andrews Drive, NW
Atlanta, GA 30365
(404) 261-1837
Teacher-training workshops in Heritage Education

Batesville Preservation Association
Diane Tebbette
Arkansas
(501) 793-4632

Brick Store Museum*
Sarah Giffen
Coordinator
P. O. Box 177; Main Street
Kennebunk, ME 04043
(207) 985-4802

Connecticut Trust for Historical Preservation*
Catherine Lyn
Director of Education
152 Temple Street
New Haven, CT 06510
(203) 562-6312

Historic Denver, Inc.
Jennifer Moulton
President
1330 17th Street
Denver, CO 80202
(303) 534-1858

Historic Landmarks Foundation
Marsh Davis
Director of Community Service
Indianapolis, IN 46208
(317) 926-2301

Historic Nashville, Inc.
Nashville, TN
(615) 248-7835

Inherit New Hampshire
Joan Pratt
Preservation Education Consultant
Rowell Road, RR#3
Brentwood, NH 03833
(603) 332-5784

Inherit New Hampshire
Martha E. Wingate
School Coordinator
22 Betts Road
Rochester, NH 03876
(603) 332-5784

Inherit New Hampshire*
John Page
Executive Director
PO Box 268
118 No. Main Street
Concord, NH 03301
(603) 224-2281

National Trust for Historic Preservation*
Kathleen Hunter
Coordinator of Education Programs
1785 Massachusetts Avenue, N.W.
Washington, DC 20036
(202) 673-4000

New York Landmarks Conservancy
Laurie Beckelman
Executive Director
141 5th Avenue; 3rd Floor
New York, NY 10010
(212) 995-5260

Preservation Society of Asheville and Buncombe County
Asheville, NC
(704) 254-2340

Providence Preservation Society
Amy Jordan
Director of Education and Tourism
21 Meeting Street
Providence, RI 02903
(401) 831-7440

Rhode Island Historical Preservation Commission
Edward F. Sanderson
Executive Director
150 Benefit Street
Providence, RI 02903
(401) 277-2678

Strawberry Banke Museum
Sandra Northrup
Program Director
PO Box 300
Portsmouth, NH 03131
(603) 433-1100

Utah Heritage Foundation
Adele Weiler
Director
365 Quint Street
Salt Lake City, UT 84103
(801) 533-0858

Maurie Van Buren*
Heritage Education Consultant
451 Leonardo Avenue
Atlanta, Georgia 50703
(404) 377-0502

CLEARINGHOUSES

The main goal of these organizations is to act as a resource center of information related to design education, and/or school-related special events. Gaining current "state-of-the-art" information is possible by contacting representatives of these agencies.

Massachusetts

Greater Boston Regional Education Center
Martin Martinian, Director
Acton Road
Arlington, MA 02174
(617) 641-4870
Oversees Talented and Gifted Public School Programs in the Commonwealth.

Massachusetts State Department of Education
Helen Dowd
Grants Administrator
1385 Hancock Street
Quincy, MA 02169
(617) 770-7540
Provides information about types of projects funded through Horace Mann grants across the Commonwealth.

Massachusetts State Office for the Gifted and Talented
Roselyn Frank, Director
1385 Hancock Street
Quincy, MA 02169
(617) 770-7237
Catalogs and publishes special progams for the Gifted and Talented across the state in an annual booklet describing those programs.

National Park Service
Information Resources
U.S. Department of the Interior
15 State Street
Boston, MA 02109
(617) 223-3793
Information on architectural heritage education parks, or programs across the state.

National

American Institute of Architects (AIA)
Alan Sandler, Director/Education Programs
1735 New York Avenue, NW
Washington, DC 20036
(202) 626-7300
Publishes "The Sourcebook" - a nationwide inventory of design education projects. Develops and distributes materials for use in the classroom. Three examples are a teaching poster, "Architecture: A Design for Life," an art education unit, "Architivities: Projects for Understanding Architecture," and a science unit, "Why Do Buildings Stand Up?"

Environmental Images
Meg Maguire, Director
300 I Street, NE, Suite 101
Washington, DC 20002
(202) 675-9108
Clearinghouse for information on state arts agencies' design activities.

Seattle KidsPlace
Irene Cheyne, Executive Director
816 4th Avenue N
Seattle, Washington 98809
(206)281-6226

National Institute for Architectural Education
Joan Bassin, Executive Director
30 W. 22nd Street
New York, NY 10010
(212) 924-7000

Learning through Education in the Arts, Inc. (LEAP)
Marie Farrell, AIA
130 Sutter; 6th Floor
San Francisco, CA 94104
(415) 362-7397
LEAP provides art programs for San Francisco area schools in conjunction with the San Francisco Chapter of the American Institute of Architects to provide Architects-in-Schools programs.

"The Source" - ERIC
Indiana University, Bloomington, IN
Social Studies Development Center
John Patrick

This database is being compiled through Indiana University's Social Studies Department in an effort to list all heritage education programs and/or curriculum materials which exist in public schools across the country

Children's Museum Network
Linda Eideken, Director
70 Pea Street
Salt Lake City, UT 84103
(801) 359-4350
Publishes quarterly newsletter containing exhibit information around the country, and annotated bibliography of recent research and/or project news.

Partners for Livable Places*
Barbara Kaiser,
Program Director
1429 21st Street, NW
Washington, DC 20036
(202) 887-5990
Contains information about grants awarded to individuals and organizations to develop and implement art projects, particularly awards given by the Design Arts program of the National Endowment for the Arts.

PROFESSIONAL ASSOCIATIONS/GENERAL RESOURCES - EDUCATION

This category lists professional associations who are concerned with design education initiatives, and teachers' associations interested in "spreading the word" about interesting and innovative curriculum design. Also included in this list are names of State Department of Education personnel who could provide updated information on design education activities.

An asterisk (*) following the name of an organization denotes that a full description of its programs can be found in the program summary section of the *Guidebook*.

Professional Associations - Design

American Institute of Architects
Alan Sandler
Director, Education Programs
1735 New York Avenue, NW
Washington, DC 20006
(202) 626-7300

Boston Society of Architects
Roger Goldstein, Chairman
Education Committee
305 Newbury Street
Boston, MA
(617) 267-5175

Kenneth Filarski
AIA Regional Education Coordinator
Filarksi Architecture, Planning, Research
43 Page Street
Providence, RI 02903
(401) 861-2030

Maine Chapter of the American Institute of Architects
Judy Harvey
3 Sylvan Way
Manchester, ME 04351
(207) 623-1218
Sponsored conference "Forum for Architecture."

ArchiNet*
Ginny Graves
5328 West 67th Street
Prairie Village, KS 66208
(913) 262-0691
Sponsored by the American Institute of Architects, this organization conducts workshops for teachers; offers program development assistance to teachers interested in developing design education programs; provides teachers to work in classrooms on a limited basis; and publishes a monthly newsletter filled with design education ideas and activities.

National Building Museum*
Anna Slafer, Program Director
Judiciary Square, NW
Washington, DC 20001
(202) 272-2448
Mandated by Congress to commemorate and encourage the American building arts. A goal of its educational programs is to encourage the public to take part in the ongoing debate over what relationship our society should establish between the built and natural environments. Houses a hands-on Learning Center. Designs self-directed, educational activity kits which take an in-depth look at building materials.

Education Programs and Associations

Massachusetts Council on the
Arts and Humanities
Education Program
Lynn Cadwallader
Barbara Robertson
Program Coordinators
80 Boylston St.
Boston, MA 02116
(617) 727-3668
In recent years, two basic categories of funding have been available through the Education Program of the Council's Community Arts and Education Department. **Curriculum Development** supports projects jointly developed between cultural institutions and schools and/or community organizations. Projects are in-depth and curriculum-related and should bring high quality programming and exciting new ideas into schools. The **Outreach** category enables cultural institutions to offer existing projects of excellence to new or underserved audiences. Outreach projects provide at least three separate activities which include the cultural institutions and children from the collaborating schools and/or community organizations. Underserved and low-income communities and regions are priorities for Council funding. Contact Council staff for the most recent information on program and funding cycles.

Massachusetts Council on the
Arts and Humanities
Rural Design Assistance Program (RDAP)
Adele Fleet Bacow
Director of Design and Development
80 Boylston St.
Boston, MA 02116
(617) 727-3668
The RDAP provides funding for design projects to towns with a population of 15,000 or fewer. The program includes a design education component for school children.

The Cultural Education Collaborative
Wendy Baring-Gould,
Director of Professional Development
59 Temple Place
Boston, MA 02111
(617) 338-3073
The Cultural Education Collaborative is a state-wide not-for-profit organization funded in part by the Massachusetts Council on the Arts and Humanities. Its mission is to enrich children's lives by making the arts an integral part of their education and a catalyst in the learning process. The Collaborative offers funding to place artists in Massachusetts schools on both short-term and long-term bases.

Historic Neighborhoods Foundation
Joyce Stevens, School Programs Director
Two Boylston Street
Boston, MA 02116
(617) 426-1885
A preservation education organization whose goal is to develop programs which excite youth about their neighborhoods' social and architectural heritage.

Massachusetts Art Educators Association
Robin McGoff
(617) 471-0700

Massachusetts Alliance for Arts in Education
Dr. Bart O'Connor
Attleboro School System
Rathburn Willard Drive
Attleboro, MA 02703

Massachusetts Council for the Social Studies
Barbara Kepron, Executive Secretary
20 Fiske Street
Waltham, MA 02154
(617) 899-4919

School Volunteers for Boston
Linda McGregor, Director
20 West St.
Boston, MA 02111
(617) 451-6145

Boston Community Schools
Joe Travis, Coordinator
500 Cambridge St.
Boston, MA 02134
(617) 783-2770

Maine Art Education Association*
Stanley Kubern
PO Box 138
Steep Falls, ME 04085
(207) 799-3522
Sponsors conferences/workshops on the built environment. A recent conference, held in March 1988, focused on *A Sense of Place: Architecture in Education.*

Arts Councils/Design Arts Agencies

Alabama State Council on the Arts
Becky Mullen,
Design Arts Project Director
One Dexter Avenue
Montgomery, AL 36130
(205) 261-4076

Arizona Commission on the Arts
Rex Gulbranson
Program Director, Design
417 West Roosevelt Street
Phoenix, AZ 85003
(602) 255-5882

Arts Midwest
Jean Lakso
528 Hennepin Ave.
Suite 310
Minneapolis, MN 55405

Design Michigan
Jack Williamson
Cranbrook Academy
Ann Arbor, MI
(313) 645-3316

DC Commission on the Arts & Humanities
Design & Art in Public Places
Alex Simpson, Coordinator
1111 E. Street NW, Suite 500B
Washington, DC 20506
(202) 724-5613

Florida Arts Council
Manny Ponce
Cultural Affairs Division
Dept. of State/The Capitol
Tallahassee, FL 32301
(904) 487-2980

Indiana Arts Commission
Bob Burnett, Visual Arts Coordinator
47 S. Pennsylvania, 6th Fl.
Indianapolis, IN 46204
(317) 232-1268

Illinois Arts Council
Jane Preston, Director of Design Arts
Building By Design
100 West Randolph Street
Suite 10-500
Chicago, IL 60601
(312) 917-6750

Louisiana Division of the Arts
Ann Russo
Design Arts Coordinator
P.O. Box 13406
Capitol Station
Austin, TX 78711
(504) 925-3930

Massachusetts Council on the Arts & Humanities
Adele Fleet Bacow
Director of Design and Development
80 Boylston Street, 10th Floor
Boston, MA 02116
(617) 727-3668

Maine Arts Commission
Nat Bowditch
Visual Art/Museum Associate
State House Station 25
Augusta, ME 04333
(207) 289-2724

Minnesota State Arts Board
Karen Mullen
Artists Assistance Program
432 Summit Ave.
St. Paul, MN 55102
(612) 297-2603

National Assembly of State Arts Agencies
Jonathan Katz, Executive Director
1010 Vermont NW, Suite 920
Washington, DC 20005
(202) 347-6352

National Endowment for the Arts
Design Arts Program
Randolph McCausland, Director
1100 Pennsylvania Avenue, NW
Washington, DC 20506
(202) 682-5437

North Carolina Arts Council
Dept. of Cultural Resources
Deborah Eagle
Design Arts Coordinator
Raleigh, NC 27611
(919) 733-7897

New Jersey Council on the Arts
Tom Moran
Visual Arts Coordinator
109 West State St., CN 306
Trenton, NJ 08625
(609) 292-2413

New York State Council on the Arts
Anne Van Ingen, Director
Architecture, Planning & Design Program
915 Broadway
New York, NY 10025
(212) 614-2962

Ohio Arts Council
Pat Henahan
Design Arts Coordinator
727 East Main Street
Columbus, Ohio 43206
(614) 466-2613

Oregon Arts Commission
Eve Slinker
Commissioner
835 Summer Street NE
Salem, OR 97301
(503) 378-3625

South Carolina Arts Commission
Julia Bell, Arts Coordinator
1800 Gervais St.
Columbia, SC 29201
(803) 734-8682

Tennessee Arts Commission
Victoria Boone
Visual Arts Director
320 Sixth Avenue North
Suite 10
Nashville, TN 37219
(615) 741-1701

Utah Arts Council
David Holtz
Design Arts Coordinator
617 East South Temple
Salt Lake City, Utah 84102
(801) 533-5895

Vermont Council on the Arts
Dave Karis
Design Arts Coordinator
136 State Street
Montpelier, VT 05602
(802) 828-3291

Washington State Arts Commission
Lee Bassett, Program Manager
Artists-in-Residence
9th & Columbia Building
Mail Stop GH-11
Olympia, WA 98504
(206) 753-3860

Wyoming Council on the Arts
Cynthia Powalicz
Design Arts Coordinator
2320 Capitol Avenue
Cheyenne, WY 82002

The **Design Arts Program**, a program of the **National Endowment for the Arts**, established regional associates who are available for consultation on the grant application process as well as for offering information about the viability of establishing design education programs at your school.

New England
Buff Kavelman
New York State Council on the Arts
915 Broadway
New York, NY 10010
(212) 614-2900

Middle Atlantic
Tom Walton
Department of Architecture and Planning
The Catholic University of America
620 Michigan Avenue, NE
Washington, DC 20064
(202) 635-5188

Southeast
Jeff Soule
National Endowment for the Arts
Design Arts Program
1100 Pennsylvania Avenue, NW
Washington, DC 20506
(202) 682-5437

Midwest
Jeff Ollswang
School of Architecture and Urban Planning
University of Wisconsin
Milwaukee, WI 53201
(414) 229-5717

Southwest
Roger Schluntz
Department of Architecture
Arizona State University
Tempe, AZ 85287
(602) 965-3536

Far West
Christine Cinciripini
140 So. Roxbury - #9
Beverly Hills, CA 90212
(213) 825-3791

Northwest
Karen Gates Hildt
P. O. Box 277
Port Townsend, WA 98368
(206) 385-7039

COMMUNITY ORGANIZATIONS

The following list represents organizations that either initiate programs involving children in community projects in an effort to increase the child's awareness of the environment, or collaborate with other organizations toward the same goal. Often these projects involve architects or designers.

An asterisk (*) following the name of an organization denotes that a full description of their programs can be found in the program summary section of the *Guidebook*.

<u>Massachusetts</u>

UrbanArts*
Pam Worden, Director
PO Box 1658
Boston, MA 02205
(617) 262-2246
A private, non-profit organization that designs and administers programs that integrate the arts into public spaces.

Vision, Inc.*
Center for Environmental Design and Education
Joyce Meschan, Director
119 Huron Avenue
Cambridge, MA
(617) 448-3746
A center devoted to increasing awareness of the built environment. Develops videos/curriculum/filmstrips for use in the classroom.

Hubert Humphrey Occupational Center
James Cardoni, Director
55 New Dudley Street
Roxbury, MA
(617) 442-5200

Somerville Trade Center
Phillip Bassett
Somerville, MA
(617) 666-5700 x 362

Boston Children's Museum
Dottie Merrill
300 Congress Street
Boston, MA 02210
(617) 426-6500
Gives curriculum planning assistance to public schools.

Metropolitan District Commission
Jennifer Peck
Educational Outreach Program
20 Somerset Street
Boston, MA 02108
(617) 727-5715
Interested in getting schoolchildren involved in MDC-sponsored projects.

Boston Department of Parks & Recreation
Recreation and Partnership Funding
1 City Hall Plaza
Boston, MA 02201
(617) 725-4006

Boston Greenspace Alliance
44 Bromfield Street
Suite 207
Boston, MA 02108
Contact: Mary Clarke
(617) 426-7980
An alliance of 100+ agencies concerned with the natural environment in Boston's city neighborhoods.

Boston's Department of Public Facilities' Grassroots Program
15 Beacon Street, 10th Floor
Boston, MA 02108
(617) 720-4300, x 351

Boston Urban Gardeners
33 Hanson Avenue
Boston, MA 02111
(617) 423-7497
Provides technical assistance to community gardeners; has done educational programs on horticulture.

Program on Public Space Partnership
Kennedy School of Government
Harvard University
79 JFK Street
Cambridge, MA 02138
(617) 495-1345
Information resource and education. Actively involved with park beautification projects and open space organizations; offers technical assistance to community groups.

The Townscape Institute
Two Hubbard Park
Cambridge, MA 02138
(617) 491-8952
The Townscape Institute is a not-for-profit public interest planning organization which advocates for the visual enhancement of the built environment; it also supports projects which combine public art and urban design.

National

Office of Parks, Recreation and Historic Preservation
Audrey Greenberg
Interpretive Program Coordinator
Bureau of Historic Sites; Pebbles Island
Waterford, NY 12188
(518) 237-8643

HIGHER EDUCATIONAL INSTITUTIONS

The following institutions of higher education either offer programs directly related to design education and/or sponsor programs in design education. Some offer workshops for teachers. These institutions can be a good source of teachers, curricular materials, and technical assistance.

Boston Architectural Center
Don Brown, Director
Summer Academy
320 Newbury Street
Boston, MA 02115
(617) 536-3170
A program geared to juniors and seniors in high school. which introduces students to a cross-section of fields allied to design in a program oriented to career discovery . Also present at the BAC is the Community Design Center, a program which involves thesis students at the school in community design projects.

Harvard University
Graduate School of Design
Jeremiah Eck
Career Discovery Program
Cambridge, MA 02138
(617) 495-1000
A career-oriented program open to ages 16 - 60 to consider design as a possible career choice.

Harvard/MIT
Joint Center for Urban Studies
Harvard University
53 Church Street
Cambridge, MA 02138
William Apgar, Acting Director
(617) 495-7908
Specializes in research issues of affordable housing.

Radcliffe Seminars
John Furlong
Education Coordinator
6 Ash Street
Cambridge, MA 02138
(617) 495-8600

Roxbury Community College
1234 Columbus Avenue
Boston, MA 02120
(617) 427-0060, x 5088
Offers an Urban Environmental Practices Program.

Wentworth Institute of Technology
Department of Architecture
Jeff Stein, Instructor
Huntington Avenue
Boston, MA
(617) 442-9010

Adaptive Environments Center
Massachusetts College of Art
Elaine Ostroff
Director
Boston, MA
(617) 232-1492
The Adaptive Environments Center is a professional, non-profit consulting and design agency which works to create barrier-free environments in schools, business and houses through better design. In consultation with the client, Adaptive Environments will modify or eliminate barriers to solve accessibility problems.

Institute for Environmental Design
Barry Wasserman, Director
School of Environmental Design
California Polytechnic Institute
Pomona, CA
(714) 598-4171
Developed a "Built Environment Education Program."

Cornell University
Built Environment Education Program
Tania G. Werbizky
Lorraine Weiss, Directors
College of Architecture, Art and Planning
106 West Sibley Hall
Ithaca, NY 14853
(607) 256-4331
The program offers coursework during the academic year to prepare teachers to teach children about the built environment. Summer workshops are held for teachers to learn about Built Environment Education. Teachers do not need previous design experience.

University of Lowell
Center for Field Studies
Donald Pearson, Ph.D.
Director
Lowell, MA
(508) 454-9569
This enter provides curriculum development services to public schools in Lowell.

Rhode Island School of Design*
Johnette Isham
Providence, RI
(401) 331-3511, x 416
Directed a program called "Discover Providence" targeted toward 4th grade social studies curriculum. Artists were used to carry out curriculum objectives through dance, music, architecture, paintings, photos.

University of Vermont
Architectural Heritage Education
Kathryn Hatch
97 Lakeview Terrace
Burlington, VT 05401
(802) 862-5074
Created and implemented Preservation Education Curriculum which has been adopted in school districts in Massachusetts and Vermont.

FOUNDATIONS

These foundations might be interested in funding projects which introduce children to the built environment through visual studies or design education activities, and which promote community awareness.

Boston Foundation for Architecture*
c/o The Boston Society of Architects
305 Newbury St.
Boston, MA 02115
(617) 267-9393

The Boston Foundation
60 State Street
Boston, MA 02109
(617) 723-7415

Boston Globe Foundation
Susan Watkin
Boston, MA 02107
(617) 929-3194

Brookline Community Fund
Betsy Dewitt
40 Webster Place
Brookline, MA 02146
(617) 566-4442

Dewing Foundation
36 Washington St.
Suite 320
Wellesley, MA 02181
(617) 235-6555

Essexbank Foundation
Bank of New England
June Phillips
1 Essex Center Drive
Peabody, MA 01960
(617) 532-2500

Foundation for Architecture
Rolaine Copeland,
Dir. of Architecture in Education
1 Penn Center ~ Suburban Station
1617 JFK Blvd.
Suite 1665
Philadelphia, PA 19103
(215) 569-3187

The Julian Foundation
Deborah Heyman,
Coordinator
26 West 40th Street
New York, NY
(212) 382-3700

Kansas City Architectural Foundation
Cary Knott
(816) 421-1677

The New England
Kathy Klazak
501 Boylston
Boston, MA 02117
(617) 578-6094

The New York Foundation
for the Arts
Greg McCaslin
Arts & Education Department
Residency Program
5 Beekman Street
New York, NY
(212) 233-3900

Polaroid Foundation
Marcia Schiff
750 Main Street; 2nd Floor
Cambridge, MA 02139
(617) 577-3597

Riley Foundation
Nowell Flather
Boston, MA
(617) 426-7172

Shawmut Charitable Fund
Dinah Waldsmith
(617) 292-3748

DESIGN EDUCATION CONSULTANTS

Jeanne Armstrong
PO Box 317
Hadley, MA 01035
Has worked with students on such topics as visualizing the future, map interpretation, representation of special places and 3-D model construction.

Jeanne Bamberger
The Design Lab
Graham-Parks Public School
Cambridge, MA
(617) 661-4563
Jeanne Bamberger developed The Design Lab with several teachers from the Graham-Parks School. Children are encouraged to engage in "hands-on" design activities developed by design consultants with the school's teachers.

Joan Baren and the South Bronx Kids
Sag Harbor, NY 11963
(516) 725-0372
Joan Baren developed a formal program with children in a growing number of neighborhoods, schools and community groups called "Street Drawing/Preservation Workshops" after years of sketching informally with groups of children on the streets of South Bronx. Children discover, through her workshops, that their communities have a past and a future.

Denise A. Bell
Design Education Consultant
c/o Massachusetts Council on the Arts & Humanities
80 Boylston Street, 10th Floor
Boston, MA 02116
Denise Bell teaches children to think about who they are in the place they live through principles of urban design, writing exercises, graphic representation, and oral communication. She has taught and developed curricula for Massachusetts and Washington public schools, institutions of higher education, and cultural organizations for the past six years.

C& S Associates
Cynthia Robinson
Sandra Gibson-Quigley
PO Box 693
Sturbridge, MA 01566
Consultants for educational resources and museum programs.

Ginny Graves
5328 West 67th Street
Prairie Village, KS 66208
(913) 262-0691
Teacher; Regional Coordinator for the AIA Environmental Education program; Editor of ArchiNews, a newsletter devoted to spreading the word about design education.

Jeff Hayward
People, Places and Things
4 Allen House
Northmpton, MA 01060
Consultant on design, design education and program evaluation.

Elijuh Mirochnik
Design Education Consultant
Boston Chapter
Educators for Social Responsibility
11 Garden Street
Cambridge, MA 02139
(617) 492-8820
Elijuh Mirochnik teaches children of all ages about architecture and urban design. He creates curricula where children are often given the opportunity of understanding the design process in their own community.

Doreen Nelson
Center for City Building Education Programs
2210 Wilshire Boulevard, Suite 303
Santa Monica, CA
(213) 208-1332
Designed City Building Education, a curriculum that follows the plans outlined in her book Transformations: Process and Theory.

Michael and Susan Southworth
Architects
University of California at Berkeley
Berkeley, CA
(415) 642-5345
The Southworths are best known for their program called "The Educative City." They have developed programs for children with the focus of the "city as classroom" for 15 years.

Jeff Stein
Design Education Consultant
17 Peters Street
Cambridge, MA 02138
(617) 491-1581
Mr. Stein has taught architecture to children for the past 8 years. He teaches a component of the sociology curriculum at the Bridgewater Public Schools focusing on the design of communities.

Ann Taylor, Ph.D.
University of Washington
Seattle, WA
(206) 443-1527

University of New Mexico
Albuquerque, New Mexico
(505) 277-2903

Author of School Zone and creator of the "Architecture and Children" travelling curriculum, which teaches basic skills in art, math, science and social studies with architecture as a theme.

Maurie Van Buren
Historic Preservation Consultant
451 Leonardo Avenue
Atlanta, Georgia 50703
(404) 377-0502
Ms. Van Buren has designed heritage education curriculum for use in schools. She is the editor of the Heritage Education Quarterly newsletter and has developed a videotape on selected architectural heritage education topics. Ms. Van Buren also conducts teacher workshops nationally.

Marge Wintermute, FAIA
Washington County Education Service District
Portland, Oregon
(503) 645-4242
Teaches architecture-in-residency programs in Washington County and Portland, Oregon; involved in teacher-training.

PUBLICATIONS AS RESOURCES

Periodicals and newsletters often are a source of design education ideas. Salient design issues and case studies of successful classroom projects are featured in many of the publications listed below. This list is a starting point for obtaining information about design activities.

Small Towns Institute
P. O. Box 516
Ellensburg, WA 98926
A journal devoted to education and design in small towns across the nation.

ArchiNews
5328 West 67th Street
Prairie Village, KS 66208
Ginny Graves, AIA, Editor
A newsletter published to link all those interested in built environment education.

Children's Environment Quarterly
Center for Human Environments
City University Graduate Center
33 West 42nd Street
New York, NY 10036
A scholarly look at the psychology of environment.

Heritage Education Quarterly
498 South Main Street
Madison, Georgia 30650
Maurie Van Buren, Editor
Contains Heritage Education conference and workshop news, lesson plans, and information on built environment programs.

Art to Zoo
News for Schools
The Smithsonian Institute
Washington, DC
A newsletter targeted for grades 3 - 8. to assist and encourage the educational use of objects through museums, parks, libraries, and zoos.

ArchiSources
5328 W. 67th Street
Prairie Village, KS 66208
(913) 262-0691
Catalog of supplies, books, built environment education materials, and other curriculum guides.

Eco-News
Environmental Action Coalition
156 5th Avenue
New York, NY 10010
A newsletter featuring environmental concerns.

Environmental Education Report
Center for Environmental Education
Suite 307
2100 M Street, NW
Washington, DC 20037

EDUCATIONAL RESOURCES

The following is a list of books and activity kits for use as curriculum guides or activity packets in the classroom. The list represents only a sampling of the numerous resources compiled about teaching design in the classroom. Where possible, the publisher was listed.

The Search for Excellence in Architecture-in-Schools
The Environmental Education Program
of the American Institute of Architects
American Institute of Architects
1735 New York Ave., NW
Washington, DC 20006
The guide profiles ten "exemplary" programs from all over the country of architecture-in-schools to show how "criteria that produce excellence" are implemented in school settings. The Action Program part of the Environmental Education Program developes and distributes materials for use in the classroom. Three examples are a teaching poster, "Architecture: A Design for Life," an art education unit, "Architivities: Projects for Understanding Architecture," and a science unit, "Why Do Buildings Stand Up?"

Primer on Design
Anne Mackin, author
Alex Krieger, author
Massachusetts Council on the
Arts and Humanities
Design and Development Department
80 Boylston St.
Boston, MA 02116
A 75-page booklet which presents basic information on design to public decision-makers in small- to medium-size towns to guide them in making decisions and working with designers to define, construct or preserve their community's character.

Architecture and Children (poster style curriculum)
Dr. Anne Taylor, author
School Zone Institute
Terminal Sales Building, #808
First & Virginia
Seattle, WA 98101

City Building Education: A Way to Learn,
and **Transformations: Theory and Process**
Doreen Nelson, author
Center for City Building
2210 Wilshire Boulevard
Suite 303
Santa Monica, CA 90403

Architecture is Elementary
Nathan Winters, author
Peregrine Smith Books
P. O. Box 667
Layton, UT 84402

History Through Art and Architecture
A filmstrip and video program
Alarion Press
P.O. Box 1882
Boulder, CO 80306

Archabet: An Architectural Alphabet
The Preservation Press
National Trust for Historic Preservation
1785 Massachusetts Avenue, NW
Washington, DC 20036

Arcobaleno
Tunnels, towers, and bridges can be made with concentric hard-wood arches in this set.
Learning Materials Workshop
58 Henry Street
Burlington, VT 05401

ArchiStamp: Victorian
A "do it yourself" stamp kit
Gina Malaschock, developer
ArchiSources
5328 W. 67th Street
Prairie Village, KS 66208

Stories Buildings Tell
Kit which facilitates the investigation of local history.
Historic Landmarks Foundaton of Indiana
3402 Boulevard Place
Indianapolis, IN

Downtown – An Outdoor Classroom
The Birmingham Historical Society
1425 22nd Street
Birmingham, AL 35205

Main Street
A puzzle game of historic American architecture.
Douglas Kassabaum
P.O. Box 7645
Ann Arbor, MI 48107

The History and Use of Nails
How to Date Old Buildings
Neo-Classical Architecture in Your Neighborhood
Three activity kits available to elementary and high school students on loan.
National Building Museum
Anna Slafer
Pension Building
Judiciary Square, NW
Washington, DC 20001
(202) 272-2448

The Victorian Era
A 22-minute video and teacher's guide
Maurie Van Buren
Historic Preservation Consulting
451 Leonardo Avenue
Atlanta, Georgia 30307

Central Artery Curriculum Kit
Construction of the new Central Artery in Boston provides a unique opportunity to explore the subterranean city. An archeology curriculum and other educational materials are being prepared for junior high school level students.
Beth Bower, Staff Archeologist
Central Artery / Tunnel Project
Massachusetts Department of Public Works
1 South Station
Boston, MA 02110
(617) 951-6154

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